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ABSTRACT

This curriculum manual combines the teaching of English as a second language (ESL) with multicultural and prevocational education. The materials provide students with information about immigration, how immigrants fit into the economic system and society, and how different cultures and races have evolved. Goals are to give students the opportunity to relate this information to their own lives and to provide language exercises. The six chapters are: "They Broke My Car Window!" (prejudice, stereotypes, poverty, homeless persons, migrant farm workers, the elderly, the unemployed, crime and ghetto life); Common Ground (values, feelings, and experiences in common); "What's He So Angry About?" (slavery, segregation and discrimination, civil rights movement); "We're All in the Same Boat Now!" (history of immigration, immigrants); Why We Look and Live the Way We Do (race, culture); and "I Got a Job! But..." (helping or hurting each other, unions and safety, words for work). Each chapter contains a dialogue that sets the theme; questions on comprehension and for oral discussion; a picture series for use as oral practice in telling a connected narrative; and reading, vocabulary, and listening exercises. The teacher's guide at the end of each chapter provides answers to exercises, instructions for accomplishing certain exercises, and suggestions on how to present certain exercises. (YLB)

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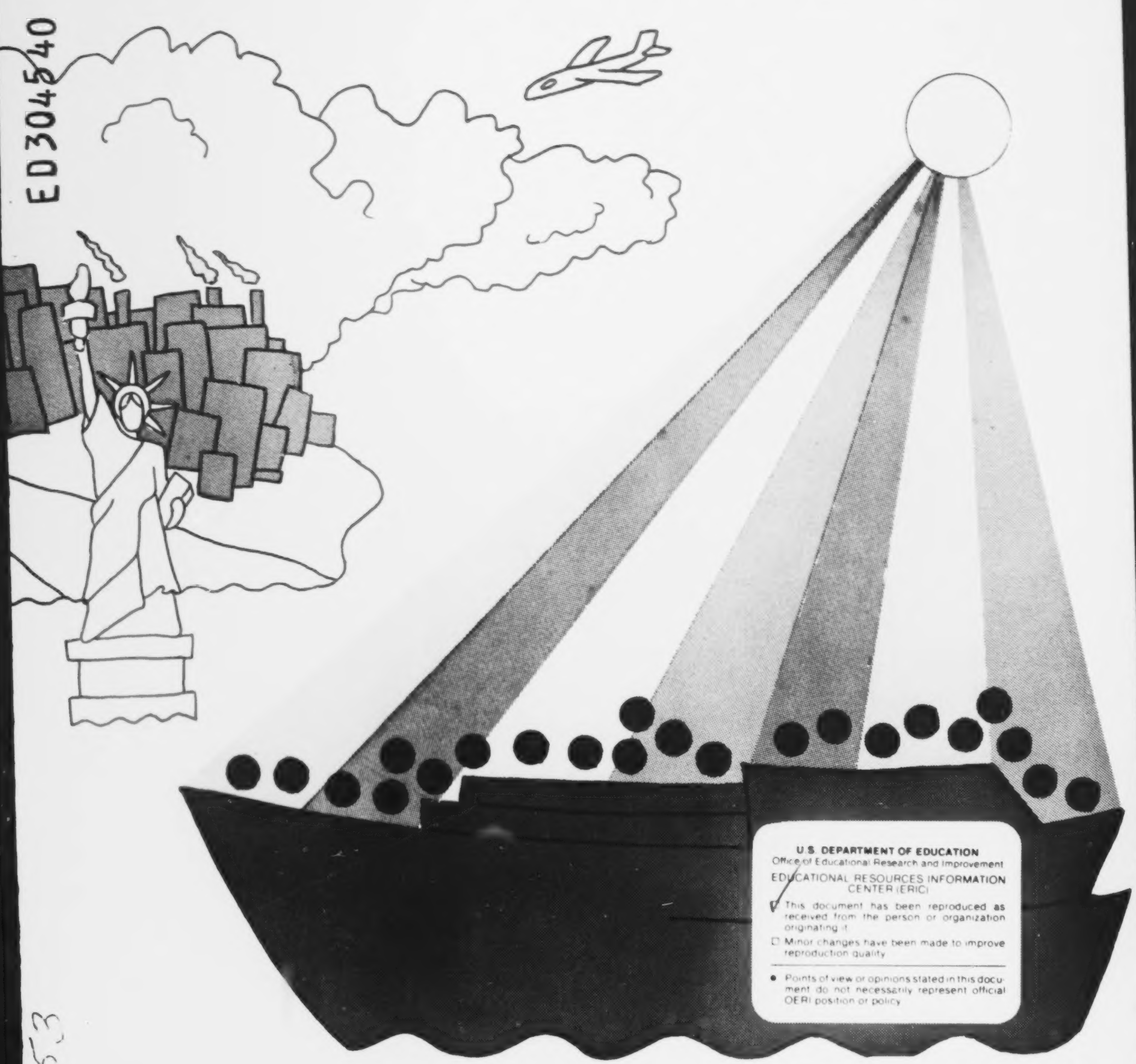

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We're All In The Same Boat

a Multi-Cultural and Pre-Vocational ESL Curriculum for Intermediate ESL Students

By
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Introduction

Our ESL students have traveled far to get here. Some have arrived with nice clothes and solid families; others have arrived alone with only the shirts on their backs. Once they are here they must blend into the melting pot or be tossed around in the salad bowl (depending on your point of view) with the rest of us. I think, however, that few of them are aware of how they fit into the history of immigration here; how they fit into our economic system; how various racial and ethnic groups have struggled and co-existed over the years; how they fit into the American dream and the American nightmare of crime and poverty; how different races and cultures have evolved.

Each topic is in itself enormous. My first goal is, therefore, to give the students a sampling of each topic. (The footnotes will show you my sources, but this is not a scholarly paper by any means.)

My second goal is to give the students a chance to think about this information about America and relate it to their own countries and their own lives here and in their native countries.

I was exposed to the ideas of Charles Curran who designed the Community Language Learning method of teaching ESL and to those of Paulo Freire, the Brazilian educator. I have also been influenced by ABE teacher, Azi Ellowitch. * These people agree that people will learn more readily if they can personally relate to the material. This has been borne out in my own classroom experience.

My third goal is to provide language exercises. There are various reading and vocabulary exercises. This is not a grammar book, but many students like studying grammar. For this reason, I chose grammar points which happened to occur in the text. I also chose a few because I wanted to try my hand at presenting them.

The picture series can be used as oral practice in telling a connected narrative. (I recommend using the past tense since we use it often for this purpose.)

I have included many listening exercises, which I believe are very important. They include listening for information and understanding meanings from grammar and idioms. (I personally think it's more important for our students to understand idioms when spoken by us rather than struggle to use them themselves.)

The dialogues, which begin each chapter, set the theme for each chapter. If you follow them in order, you will see a progression in the story line. The chapters themselves, however, can be studied in any order.

In the "What Do you Think?" sections, the questions are meant to be discussed orally. You can go quickly over some and spend more time on others if a meaty discussion ensues. Some of the topics might make good writing assignments in class or as homework.

* This project was preceded by two Curriculum Manuals on similar themes by Ms. Azi Ellowitch. They were: *Tell Me About It* (Reading and Language Activities around Multi-Cultural Issues Based on an Oral History Approach) for use mainly in Adult Basic Education classes and *We're All in This Together!* (a Multi Cultural Learning Unit for ABE and ESOL Students).

If any of these topics sparks a real interest, you can collect newspaper clippings or pages from relevant books. You might have to rewrite them to simplify or you can use them as is if you have very good readers.

The Teacher's Guide contains: (a) answers to exercises; (b) instructions to the teacher for accomplishing certain exercises and (c) suggestions to the teacher for ways to present certain exercises.

If your program has a VCR or projector, you might consider showing some of the great musicals that are often about social issues. For example, there are: (1) *South Pacific* (anti-Asian prejudice) (2) *West Side Story* (inter-ethnic gang violence and love) (3) *Finian's Rainbow* (anti-black prejudice) (4) *Fiddler on the Roof* (anti-semitism and "tradition") (5) *Pajama Game* (union issues).

You could also show segments of some good TV shows that showed different racial and ethnic groups cooperating, i.e. *Star Trek* (the original TV series) and *Barney Miller.*

There are some good songs you could play like "They Come to America" (Neil Diamond); "You've Got to Be Taught" (*South Pacific*); "No More Genocide in My Name" (Holly Near).

There have been many good movies like *To Kill a Mockingbird*, *Norma Rae*, and *Matewan*. Your class would need quite good listening abilities to understand these however. I recommend *Eyes on the Prize,* the PBS documentary on the civil rights movement for "a picture worth a thousand words."

Table of Contents

Introduction i

Chapter 1 :"They Broke My Car Window!" 1
Prejudice 2
Causes of Prejudice 4
Effects of Prejudice 6
Labeling 6
Stereotypes 7
We're All in the Same Boat 7
Poverty 12
"My Parents Did It..." 17
The Homeless 19
Women and Children 19
The Native Americans 19
Migrant Farm Workers 19
The Elderly 20
The Unemployed 20
Crime and Ghetto Life 24
Crime - Causes and Solutions 25
Teacher's Guide 29

Chapter 2: Common Ground 35
Values in Common 37
Feelings in Common 38
Experiences in Common 40
Freedom - A Common Dream 42
"Survival Money" — A Common Problem 48
Teacher's Guide 51

Chapter 3: "What's He So Angry About?" 55
Slavery 56
Segregation and Discrimination 57
The Civil Rights Movement 59
The Freedom Riders 62
The Situation Now 67
Teacher's Guide 69

Table of Contents (continued)

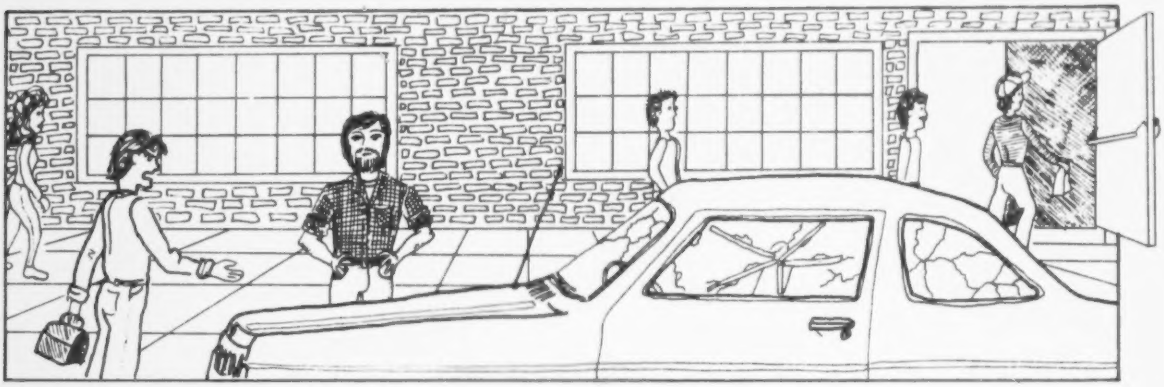
Chapter 4: "We're All In The Same Boat Now!" 74
Pot or Bowl 76
The History of Immigration 77
Restrictions on Immigration 84
The Immigrants Themselves 86
Migrations 90
Recent Immigration 92
Teacher's Guide 97

Chapter 5: Why We Look and Live the Way We Do 101
Race 102
Culture 106
Teacher's Guide 112

Chapter 6: "I Got a Job! But . . ." 114
Helping or Hurting Each Other? 114
Unions and Safety 118
Words for Work 119
Teacher's Guide 125

Epilogue 130

Chapter 1
“They Broke My Car Window!”



Sandy: Hi, Tam. How was your weekend?

Tam: Terrible! On Saturday some black people broke the windows of my car!

Sandy: Oh, wow! That's too bad.

Tam: Yes. Black people are no good.

Sandy: I know you're upset about your car, and I don't blame you. But don't you think that statement was pretty big?

Tam: What statement?

Sandy: You said, “Black people are no good.”

Tam: Well that's how it is in my neighborhood. We're afraid to go out at night; the neighbors are loud; they attack us, our children and our cars. They're lazy. They don't want to work. They take drugs.

Sandy: Look, Tam, I know you're upset about your car and it's a real shame. And you're right about your neighborhood. The crime rate is very high. But do you know what else is going on there?

Tam: What?

Sandy: Unemployment, low educational level, poverty.

Tam: So?

Sandy: Well, it's the same in my neighborhood. Almost everybody's poor, uneducated and unemployed. And it's rough there, believe me! The crime rate is very high. And everybody's white.

Tam: Oh.

Do You Understand?

1 What happened to Tam's car?

2. Who does Tam think broke his window?

3. What is Tam afraid of?

4. What reasons does Sandy give for the high crime in Tam's neighborhood?

5. Is the crime rate in Sandy's neighborhood high or low? Why?

What Do You Think?

1. What was your neighborhood like in your native country?
2. Is your neighborhood here similar to Tam's or different?
3. Tell about your neighborhood. For example, is it quiet, noisy, dangerous, safe, etc.?
4. How much do you know about your neighbors? (For example, what are their names? Are they working?)
5. Have you or a friend had any bad experiences in your neighborhood?
6. Have you had any good experiences in your neighborhood? (For example, did a neighbor ever help you? Do some people say hello and smile?)
7. What point is Sandy making when he describes the problems of his own neighborhood and says "And everybody's white!"
8. Tell us about violent crime in your native country? For example, is there more in the big cities? Are the people poor, unemployed, uneducated, etc.?

Prejudice

Tam's statement, "Black people are no good." is an example of prejudice. "Prejudice" means:

pre - a prefix meaning *before*

judge - decide

So you are prejudiced if you decide that a person is bad or good or has a particular characteristic before you know her/him.

"Characteristics" are words we use to describe people or things. For example,

"She's tall."
"He's thin."
"They're rich."

"They're lazy."
"She's loud."
"She's old."

Racism is prejudice against a race of people. For example, in the United States, white people stopped blacks from having the "good things in life" — good jobs, education, medical care, housing— for many hundreds of years. This makes the society racially divided. People feel prejudice against members of other groups also.

Sometimes prejudice becomes hate and fear. They are like a poison inside. Peoples' minds are closed. They cannot learn anything new about the individuals. This kind of prejudice sometimes leads to violence. If members of one group attack others because of their race, we call this racial violence.

In the past, for example, a group of whites started an organization called the Ku Klux Klan. They believe that America is for white Protestants of European descent. They hate blacks and Jews; some even hate Catholics. They wear white sheets over their heads to hide their faces. Many blacks and whites were killed by members of this group.

Racial attacks happen today too. Whites attack blacks. Blacks attack Asians. Asians attack other Asians. Whites attack Asians. These are a few examples.

Racial violence is different from other crimes. People who make racial attacks are usually trying to scare their victims into moving away or not trying to get a job, or not being friends with people of another group. In the past, nothing was done about racial attacks. People were killed or hurt, but no one ever went to jail. Today, there are laws against it. The government tries harder to catch and put in jail anyone who commits this crime.

Vocabulary Exercise

Fill in the blanks with the correct words. Choose from the following words:

hide
is prejudiced
jobs, housing
killed

racism
characteristics
poison

1. The KKK usually __________ black people
2. Most people want the same things from life like good __________ and __________.
3. Many people show their prejudice openly; many others try to __________ it.
4. Prejudice, hate and fear will __________ your mind if you let it.
5. My husband has the following __________: he's tall and athletic; he wears glasses and he has a lot of hair on his chest.
6. __________ often leads to violence.
7. Her mother-in-law __________. She always says bad things about Puerto Ricans.

Causes of Prejudice

Usually we learn our prejudices at home from our family. Later we learn from neighbors, friends, co-workers and the society. There is a beautiful song which talks about prejudice. Look at the words:

"You've Got to Be Carefully Taught" [1]

You've got to be taught to hate and fear
You've got to be taught from year to year
It's got to be drummed in your dear little ear
You've got to be carefully taught

You've got to be taught to be afraid
Of people whose eyes are oddly made
And people whose skin is a different shade
You've got to be carefully taught

You've got to be taught before it's too late
Before you are six or seven or eight to hate all the people
Your relatives hate
You've got to be carefully taught
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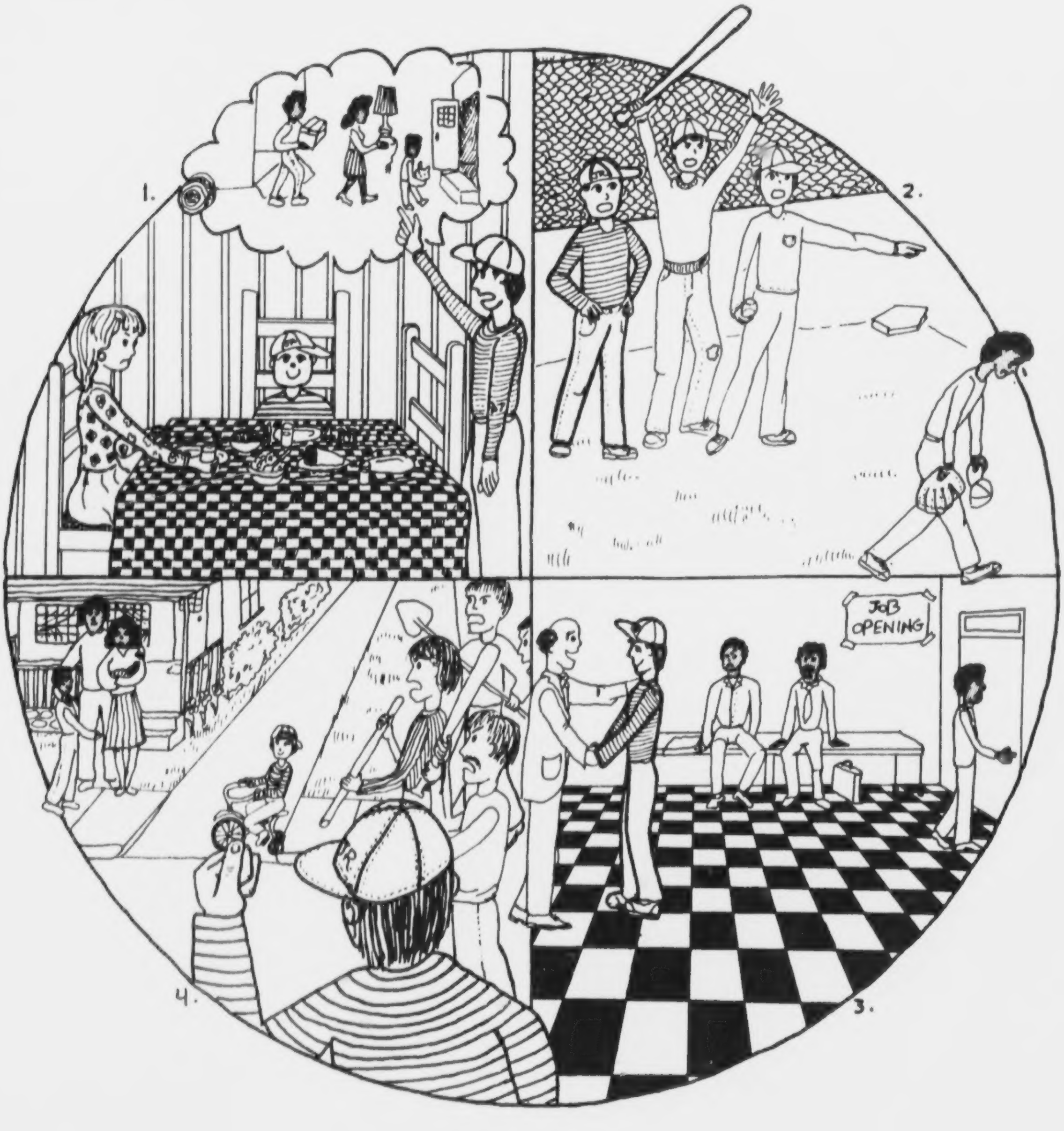
Talk or Write About It

Look at the following picture series. Tell this story in the past tense. Try to use some of the vocabulary you have learned.



Effects of Prejudice

Prejudice can hurt people's feelings. Most people want to feel part of a group. It hurts your feelings when you feel you are pushed outside of the group.

In 1954, the Supreme Court of the United States decided that the states may not have segregated schools — some schools only for white children and separate schools only for blacks. The Court said that when schools are segregated by law, the black children feel inferior. They know that the people in their city, state or country do not want to be with them. Because of these feelings of inferiority, these black children will have more trouble learning in school, and it will hurt them for the rest of their lives.[2]

The following is an example of how prejudiced people close their minds and may miss the chance to know very interesting, wonderful people. In fact, prejudice hurts the prejudiced people themselves.

Dr. Leo Buscaglia is a well-known speaker and teacher. He wrote about the prejudice that he experienced in his childhood.

> "People went around calling me a Dago* and a Wop,* very popular expressions at that time. I didn't understand it. I remember talking to Papa...I asked, 'What is a Dago? What is a Wop?' And he replied, 'Oh never mind, people always call names. It doesn't mean anything. They don't know anything about you by calling you names. Don't let it bother you.' But it did. It did because it distanced me. It put me aside. It gave me a label. I felt a little sorry too, because it meant that these people didn't know anything about me, although they thought they did, by calling me a Dago. That categorized me. That made them comfortable. They didn't know, for instance, that my mother was a singer and that my dad was a waiter when he first came to this country...we knew...operas by heart... People missed all this by a narrow label." [3]
>
> (© 1972, Leo F. Buscaglia, used by
> permission of the author)

Labeling

When we talk about people, we often label them. For example, we say, "The black man at work helped me with my job." "My Puerto Rican neighbor visited us yesterday."

Why do we label them in this way? We don't say, "The short man at work helped me with my job." If we say the "black man," we think our listener will understand something about the man. What will he understand? Usually we think he will understand the stereotype. There are only a few times when it is really important to tell the race or nationality of a person.

Every group in America is called a bad name by some other group. For example, "nigger" is the most insulting name you can call a black person. For someone from another country, this is just a new word; you probably don't have any emotions about this word yet. But to white and black Americans, this word is full of electricity. The word has the power to hurt people and make them angry.

*"Dago" and "Wop" are insulting names for people of Italian descent.

Dick Gregory, a famous black comedian in the 1960's wrote a book called *Nigger.* Inside the book, he wrote a note to his mother. He joked to her that if people ever say the word "nigger" again, they are helping to advertise his book and helping him make money.[4]

Stereotypes

When Tam said, "They're lazy. They don't want to work. They take drugs." this is an example of a "stereotype."

If we say that a certain group has certain bad characteristics, it is a stereotype, for example, Tam's statement above. When we talk about "they" we are talking about all of the people in that group. It is very difficult to say something about a group that is true about all of the members of that group.

Often we have stereotypes of groups because of our experience or what people have told us. But to learn the facts, we must read, listen to many views and look at the statistics. For example, many white people are afraid that black people will rob and kill them. But the facts are that:

1. Black people (in particular, women) are usually the victims of violent crime.
2. White people committed terrible violence against blacks for hundreds of years;[5] so when we meet an individual of a group we should stop and think:
    a. I know the stereotype of this group.
    b. But I don't know this person yet.
    c. I'll keep my mind open and look for the good in this person.
    d. I will do this because there is a stereotype about my own group, too.

We're All in the Same Boat

Some people have told me that in their native country there were prejudiced feelings between the majority group and a large minority group.

But now these two groups are here together in the United States. Americans don't know about or care about the differences between them. They are just one more minority group here.

People from both groups have told me, "We get along better in the U.S. We have so many problems adjusting to American life, that we don't have time to be prejudiced. We have to stick together here and help each other. We're all in the same boat now."

Do You Understand?

True or False

1. We learn prejudice from other people.
2. Prejudice doesn't hurt anyone.
3. We should worry about people who look different.
4. Segregation is okay if most of the people want it.
5. If you feel inferior, it is difficult to have self- confidence.
6. Children learn things only in school.
7. Calling people names hurts their feelings.
8. People who didn't like each other in their native country are in the same boat here.

What Do You Think?

1. What group is in the majority in your native country?
2. What groups are in the minority? For example, in Vietnam, one minority group is the ethnic Chinese. In Sri Lanka the Tamils are a minority group. In Nicaragua the Mosquito Indians are a minority group.
3. How do people in the majority group feel about the minorities? What are the stereotypes? Do you think they are correct or wrong?
    a. Are there insulting names for those groups?
4. Are you in the majority group or in a minority group?
    a. Is there prejudice in your country? Describe it.
5. Have you or someone you know ever experienced discrimination or prejudice in the U.S.?
    a. Did anyone ever call you a "name"?
    b. How did you feel?
    c. What did you do?

Listening Exercise

True or False

Your teacher will give you instructions for this activity.

1. 3. 5. 7.
2. 4. 6. 8.

(items 9-12)

________ a. stereotype ________ c. Nigger, Dago, Wop

________ b. segregation ________ d. prejudice

Grammar — Negative Questions

In the opening dialogue, Sandy said to Tam, "But *don't you think* that statement was pretty big?"

In English we ask a negative question when we think *we already know the answer, but we are not sure and we want to make sure.* Sometimes we are correct and sometimes we are wrong.

For example:

Negative question	**Answer**
Isn't America a big country?	Yes
Isn't America a small country?	No

If you ask the questions as regular yes/no questions, the answers will be the same.

For example:

Is America a big country?	Yes
Is America a small country?	No

So if someone asks you a negative question, and you're confused, maybe it will help you to make it a yes/no question in your head.

Examples of negative questions.

Luis Muñoz Marín was a very popular leader of Puerto Rico from the 1940's to the 1960's. He thought the U.S. controlled too much of the sugar, tobacco and coffee businesses there. He helped small farmers get land. He improved education. He helped new industries develop. Puerto Ricans are American citizens, but Puerto Rico is not a state. It's a commonwealth. He wanted it that way. He helped Puerto Rico, but poverty and unemployment have continued there.[6]

If Muñoz Marín were alive today, you could ask him:

Negative Questions	He will answer
1. Aren't you Muñoz Marín?	Yes
2. Aren't you from Puerto Rico?	Yes
3. Didn't you help the U.S. control the sugar companies?	No
4. Didn't you improve education?	Yes
5. Isn't Puerto Rico a state?	No
6. Aren't Puerto Ricans citizens of the U.S.?	Yes
7. Wouldn't you like Puerto Rico to become a state?	No
8. Hasn't poverty continued in your country?	Yes

Partner Practice

Now you ask a classmate about Muñoz. For example, "Isn't he from Puerto Rico?" "Didn't he help..."

Read the following passage.

Martin Luther King was a famous black American. He helped to end segregation in America in the 1960's. Many white people were afraid of his ideas and put him in jail several times. But many blacks and whites supported him. He believed in non-violent protest. Finally, someone shot and killed him.

Listening Exercise (Negative Questions)

Re-read the passage about Martin Luther King. Your teacher will read 10 negative questions about him. Write Yes or No on your answer sheet.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Grammar - Tag Questions

Tag questions are also difficult for ESL students to answer.

Example 1:	**Answer**
America's a big country, isn't it?	Yes

(This means *I think I know the answer to my question, but I want to make sure with you.* In this example, I am correct.)

America isn't a big country, is it?	Yes

(This, again, means I think I know the answer to my question, but I want to make sure with you. In this example, I am wrong, but you must answer Yes (meaning: Yes, America is a big country.)

Example 2:	
Puerto Rico's a big island, isn't it?	No
(I think I know, but I'm wrong.)	
Puerto Rico isn't a big island, is it?	No

With a tag question, you are really answering the Yes/No question in the tag.

Example 3:		
Puerto Rico's a big island, isn't it?	No	
Negative Question: Isn't Puerto Rico a big island?	No	

(Remember, a negative question is the same as a Yes/No question, so.....

Yes/No Question:	Is Puerto Rico a big island?	No
Puerto Rico isn't a big island, is it?		No
Yes/No Question:	Is Puerto Rico a big island?	No

Examples of tag questions:

Tag Questions to Muñoz Marín	His answers
1. You're Muñoz Marín aren't you?	Yes
2. You're from Puerto Rico, aren't you?	Yes
3. You didn't help the U.S. control the sugar companies, did you?	No
4. You improved education, didn't you?	Yes
5. Puerto Rico isn't a state, is it?	No
6. Puerto Ricans are citizens, aren't they?	Yes
7. You would like Puerto Rico to continue to be a commonwealth, wouldn't you?	Yes
8. Poverty hasn't continued, has it?	Yes

Partner Practice

Now you ask a classmate tag questions about Muñoz. For example, "He's from Puerto Rico, isn't he?"

Listening Exercise (Tag Questions)

Re-read the passage about Martin Luther King. Your teacher will read 10 sentences with tag questions about him. You will write Yes or NO on your answer sheet.

1.
2.
3.
4.
5.
6.
7.
8
9.
10.

Poverty

We all see rich people on TV and in movies. We see stores full of beautiful clothes and things to buy. Immigrants and refugees have often thought that "the streets were paved with gold" in America.

And it is true that the United States is one of the richest countries in the world with one of the highest standards of living. We can buy cars, TV's, VCR's, stereos, washers and dryers and dishwashers.

Most people, native born, refugee or immigrant, want some of these things; they want to have a good job, a nice house, a healthy happy family — a "better life."

Most people want to be "upwardly mobile." This means they want to get a better job, a better place to live. Many refugees and immigrants live in the ghettos when they first arrive because housing there is cheaper. Many Americans and newcomers want to leave these neighborhoods and move to better neighborhoods. But this is not possible for everybody because of poverty.

Poverty in America is not as bad as in the very poor countries of the world. But we do have poverty. Millions of Americans do not get adequate food, housing, education, medical care and employment. [7]

In 1985, 14% of Americans (33.1 million people) were poor. [8] The poverty line was $10,989 for an urban family of 4. [9]

11% of whites were poor (22.9 million people)

31.3% of blacks were poor (8.9 million people)

29% of Hispanics were poor (5.2 million people) [10]

Most of the poor (about 70%) are not always poor. They move in and out of poverty. But about 30% are permanently poor. Their parents were poor and their children will be poor. [11]

Do You Understand?

True or False

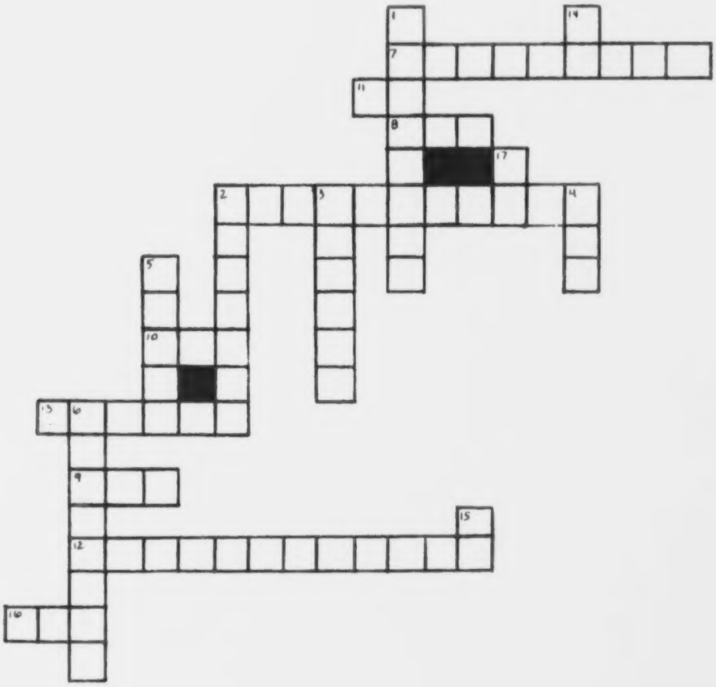
1. America is a poor country.
2. Many white people are poor.
3. Many blacks and Hispanics are poor.
4. Apartments are cheaper in the ghettos.
5. In 1987 half of Americans were poor.
6. Most people want a better life.

What Do You Think?

1. Before you came to America, did you know that there are millions of poor people in America?
2. Did you know before that so many white people are poor?
3. Where have you seen poverty in America?
4. Is your native country rich, poor or in the middle? For how long? Why?
5. In your country, which groups are poor, unemployed, rich, etc. For example, are there certain racial or ethnic groups that are rich or poor? Why?
6. Does your country have big problems like poverty, unemployment, disease, war, etc.?
7. How does poverty here compare with poverty in your country?

8. What does the phrase, "The streets were paved with gold" mean?
9. Did you believe that before you came?
10. Do you still believe it now? Why or why not?

Crossword Puzzle



ACROSS

2. Always
7. A person who enters a new country to live.
8. I write with a _____ .
9. I'm hungry. Let's _____ .
10. The place where you buy a drink.
11. He _____ sick today.
12. Situation when people don't have jobs.
13. Most
16. Look at that beautiful picture over there. I love _____ .

DOWN

1. Person who comes from a Spanish speaking country.
2. Condition of being poor
3. Moving
4. The opposite of NO
5. City
6. Enough
14. Do you want coffee _____ tea?
15. She lives _____ 4622 N. 5th St.
17. He, she, _____

Grammar - Comparison

Comparative Form

When we compare 2 things with adjectives, we add "er" and "than."

Example: She is richer than I am.

Write a few more examples.

1.
2.
3.

Superlative Form

When we compare 1 item out of 3 or more, we add "the...est."

Example: She is the richest person I know.

Write a few more examples.

1.
2.
3.

Some adjectives have irregular forms when compared.

Example:

adjective	***comparative form***	***superlative form***
good	better	the best
bad	worse	the worst

Use some of these in sentences.

1.
2.
3.

If the adjective has more than 1 syllable, we usually do not add "er" or "est." We put "more or less than" or "the most or the least" in front of the adjectives.

Examples:

adjective	*comparative form*		*superlative form*	
interesting	more less	interesting	the most the least	interesting
beautiful	more less	beautiful	the most the least	beautiful

Write a few examples.

1.

2.

3.

Listening Exercise - Comparatives and Superlatives

Your teacher will read 10 sentences. If you hear a comparative, check in that column, and so forth.

adjective	comparative (comparing 2)	superlative (comparing more than 2)
Ex: a		
Ex: b.		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Grammar - More About Comparisons

When 2 or more things are the same, we have several ways of talking about it.

The following is one.

Examples:

Myrna is as tall as Joyce and Mercedes.

Thanh is not as happy as Hung.

They have as high a salary as I do.

They don't have as much fun as I do.

Listening Exercise

Your teacher will read sentences with examples of comparisons. If the things compared are the same, put S (same). If they are different, put D.

For example:

D Her brother is taller than she is

S She is as strong as her brother.

1.
2.
3.
4.
5.
6.
7.

"My Parents Did It..."

In the 1930's the majority of Americans were poor. Many of these people were immigrants. They lived in "ethnic" neighborhoods; for example, there were Irish neighborhoods and Italian neighborhoods and Jewish neighborhoods (people of the Jewish religion and/or culture from Europe).

These immigrants came to the United States full of hope. Life in their native countries was bad. For example, in Ireland the people had no food. So many came here; they were nervous or afraid, but they believed they could join the "American Dream." The "American Dream" is that people hope they will have a good job, a house, a nice family and continue to "move up."

They joined labor unions and political parties. The politicians (people we elect to run the government of the city, state and country) wanted the people to vote for them so they had to have programs to help the people. Then the people would vote for them.[12] There was energy, a feeling that they were moving. There was "hope."

Some people ask why poor white and black Americans are not the same as the immigrants who came many years ago. Many of those immigrants worked hard and became successful. If they were not successful themselves, they believed that if they worked hard and got a good education for their children, those children would have "the good life." And back then it was true for some.

But now more people have a college education. And the number of good "white collar jobs" is decreasing. So there is more competition for fewer jobs.[13] Some people think that the current poor are in a different situation. They are depressed. They have little hope. They don't see people around them moving out of poverty. The black and Hispanic poor know there is prejudice and discrimination. Political parties don't care about them because hopeless people don't vote.

They are hopeless because of their experience. Maybe they had trouble in school so they lost confidence. Nowadays good jobs require more skills and training. People with poor education and a feeling of failure have a problem getting training. If they have failed in the past, some of them believe that they also will fail in the future. And so they don't try.[14]

Others believe that these same people are just lazy. They don't like work. They would rather depend on Welfare. Many Americans say, "My father got off the boat. He worked hard. He never took a penny from the government. He made it on his own. Why don't these people do the same?"

Another argument about the difference between the ethnic immigrants and the black poor is slavery. The people from each country in Europe stayed together in ethnic neighborhoods in the U.S. They ran stores and restaurants where they cooked ethnic foods. They met each other at church or synagogue. They spoke their native language, read native language newspapers. They shared memories and customs.

The blacks were brought here in chains. They were kept separate from people from the same tribe purposely so they would not have the same language. Family members were separated and sold. They were given new names. Their culture was almost destroyed.[15]

Do You Understand?

True or False

1. The blacks lost a lot of their African culture.
2. The old immigrants kept some of their old culture.
3. Many poor people feel hopeless.
4. The American Dream is to become poor.

Sometimes it is difficult to see poverty in America if you don't live or work in poor areas. It is mainly in urban ghettos, large areas in the South called Appalachia and in towns where industries have closed. These towns and the people have become depressed and poor.

The majority of the poor are white.[16] They live mostly in Appalachia and the dying industrial towns. In the city ghettos the poor are mostly black and Hispanic. In the South there are also many poor blacks.

There are also many special groups of people that have high levels of poverty — Native Americans (American Indians), women heads of homes, the homeless, the elderly, migrant farm workers, single teen-age mothers, unskilled workers, children and some of the unemployed who are a result of automation (machines do their jobs) and closing factories.

The Homeless

The homeless are people who really have no home. The live on the streets. If you walk around the central part of your city, you will probably see them sleeping on vents (places in the sidewalk where hot steam comes out) in parks, in stations or in doorways.

Some walk around carrying bags. Most of them are unemployed. Many are mentally ill. Many don't have enough money to rent a new apartment even if they are working. (Security deposits for apartment, telephone and utilities are expensive.)

Women and Children

Women heads of households (teen-age or older) often become poor because the father of the children can't or won't help support the children. If these women don't have skills or education, it is difficult to find a job that pays enough to support a family. Day care is expensive. Children are poor because their families are poor.

The Native Americans

The Native Americans (also called American Indians or Indians) were in this country when the first white people arrived. These whites wanted their valuable land, and took it from them usually by force or fraud.

Most of them live in terrible poverty. More than half of them are poor. Health problems are so bad that the average Native American will die 20 years younger than the average white American. Unemployment is very high.[17]

Migrant Farm Workers

Migrant farm workers travel around from farm to farm, state to state. They follow the ripening crops. The pay is low; the housing is bad; the work is temporary and seasonal. Most of them are not in a union and get no benefits.

In the East, most migrants are blacks from the South who travel North from the spring to the fall. In the Mid-West, the migrants are mostly Chicanos (people of Mexican descent).

The Elderly

Some Americans become poor when they get old. They collect their Social Security checks, but that is usually not enough money to make ends meet. Many held jobs that had no pension or they changed jobs often and so did not have enough years in a pension program. Medicare, government health insurance for the elderly, pays only 38% of their medical costs. It rarely pays for nursing home care which costs about $22,000 per year.

If they have only their Social Security checks as income, they are probably poor. If they have other income (i.e. pension checks, savings) but cannot pay all of their bills, they must first spend all of their money — become really poor — and then they can qualify for Medicaid under the Welfare Program. The medical care and nursing homes, paid for by Medicaid, are sometimes not the best quality.

The Unemployed

Some unemployed workers could become poor. Many of these were factory workers, who worked in the steel, automobile and sewing industries. Many were in good unions; the steel and auto workers were making good incomes. Then because of competition with other countries (for example, Korea and Japan) many American factories have closed. The people in those countries often get lower salaries than Americans, so companies save money. In other cases, like Japan, they make better cars more efficiently.

Now the workers are unemployed. They have lost their health insurance. They own a house and car so they cannot qualify for Welfare and Medicaid. They would have to sell the house and car, which is difficult to do because everyone in the town has been hurt by the same plant closing. They, too, must spend all their money to become poor to get government help.

Some of these workers will find other jobs at good salaries. But many will not be able to get jobs at the same good salaries. In the 1980's well paid factory jobs are decreasing. "Service jobs" are increasing. These include nurse's aids, janitors, fast-food workers (like at McDonald's) and general office clerks.[18] These jobs are usually minimum wage ($3.35 per hour or $6,968 annually) or between $4.50 ($9,360 per year) and $7.00 per hour ($14,560 per year).

These are some of the working poor who are "...one firing or one illness away from catastrophe."[19] They are not poor, but they don't have enough money to have the life style that they see on TV.

If you make the minimum wage and you work about 40 hours a week, how much will you make a week, a month, a year?

Is that money enough to support a single person living alone? Where can the person live?

Is that money enough to support a family? Where can they live?

How much do you think a single person or a family needs to live decently? In most jobs you get paid by check. Your employer deducts taxes. Taxes pay for Welfare, fixing streets, Social Security payments to senior citizens, trash collection, fighting wars, public schools, police and fire fighters, for example.

Many people, however, get paid in cash. They don't pay taxes. Also some big corporations in America pay few or no taxes. They have good lawyers who help them do this.

Some people think the poor are lazy and don't want to work. Others think that the poor should have a guaranteed minimum income which is higher than the usual amount Welfare gives. They think the government must help create more jobs. They say that there should be more help in finding work.

Others say that if you give people too much, they will become more dependent. Others explain that many of the poor have no hope.

Many say that America is the land of opportunity; if you want to get a job, you can; you must help yourself. If you want to succeed, you just have to work hard. Others say, the poor are so discouraged, so hopeless, have so many other problems (health, housing, family) that the Federal government must change its whole attitude and make big changes first — create real opportunities so that people have hope.[20]

Do You Understand?

1. Are there many poor whites?
2. Name some groups which are poor.
3. How do some women become poor?
4. Do migrant farm workers own farms?
5. Do some people live in the streets?

What Do You Think?

1. Before you came did you know that we had homeless people in America?
2. Do you have homeless people in your country?
3. Do people in your country put their old people in nursing homes? Why or why not?
4. Do you have social programs like Welfare, Social Security or Unemployment Compensation in your country? Do you have different programs?
5. Have you worked in the U.S.?
    a. Do you think it's easy or difficult to find a job here?
    b. How about in your country?
6. Do you think poor people want to work?
7. Do people in your country have to pay taxes? If not, how does the government get money to operate?

8. In the U.S. what are the pros and cons ("pros" means reasons for; "cons" means reasons against) of paying taxes and not paying taxes (getting paid in cash, "under the table")?

Reading Exercise

Sentence Sequencing

Put the following sentences in the correct order — 1st, 2nd, 3rd, 4th.

_____ a. Now they cannot work any longer.

_____ b. If they don't have much money, they must become poor to get Medicaid.

_____ c. Some day they might have to enter a nursing home.

_____ d. These older people worked most of their lives.

Vocabulary Exercise

Match the words in Column A with the definition in Column B.

A	B
1. migrant farm workers	a. machines doing work
2. mentally ill	b. someone who has no job training
3. automation	c. problems with emotions or thinking
4. pension	d. people who travel around the U.S. to pick crops
5. unskilled worker	e. money you get from your employer when you are retired from work
6. Medicare	f. a factory lays off all its workers and closes
7. Medicaid	g. health insurance for older people
8. plant closing	h. health insurance for poor people

Grammar - Verb Study

Look at the verbs in this section.

A. Find 3 verbs in the past tense and write their base forms.

Example: went - go

past tense ***base form***

1.
2.
3.

B. Find 5 verbs in the present tense and write their base forms.

present tense ***base form***

1.
2.
3.
4.
5.

C. Find 4 verbs in the future tenses.

Example: will go

1.
2.
3.
4.

D. Find 5 different modals (could, must, etc.) and write the base form of the verb.

Example: would go

modal ***base form***

1.
2.
3.
4.
5.

Crime and Ghetto Life

In the urban ghetto where the following conditions are at a high level, crime will also be at a high level:

Health

poor physical health — poor mental health — accidents (i.e. burns, breaks) — lower life expectancy — mental retardation — birth defects — The causes of these high levels of health problems in the ghettos are: not enough services provided — people do not know how to prevent some problems.[21]

Education

oldest school buildings — most crowded classrooms — no playgrounds — lowest teachers' qualifications — highest dropout rates — high illiteracy rate — violence and drugs in schools — Most violent criminals are high school dropouts.[22]

Unemployment

always higher for blacks — menial jobs with small chance of promotion — last hired, first fired — arrest records — discrimination (In 1969, 66% of blacks, Mexican Americans and Native Americans were discriminated against in employment.)[23]

Poverty

due to high unemployment or low paying jobs — dependence on government programs like Welfare, Social Security — When people of any color are unemployed and poor, they usually feel useless. Some of them will turn to crime to get money or to let out their frustration.[24] Most poor people never commit a crime, but 4 out of 5 serious crimes are committed by poor people.[25]

Age and Condition of Buildings

oldest and deteriorating buildings — safety and health violations — overcrowded — no fire escapes — poor plumbing and ventilation — rats and roaches — flaking paint (lead-base paint eaten by children causes mental retardation or death)[26]

Family Problems

more households headed by a female — divorce rate higher — teenage pregnancy rate is higher (The number of white pregnant teens is the biggest in the U.S.)[27]

Drug Use and Alcoholism

Violent street criminals are often drug addicts and/or alcoholics.[28]

Lack of Power

can't afford a lawyer (legal aid is inadequate for the number who need it) — safety and health laws are not well enforced — few vote[29]

Crime

Poor people in the ghettos are usually the victims of crime. — 66% of the murders, rapes, muggings, robberies, burglaries and assaults happen in the ghettos where about 10% of the population lives — Most of the violent crimes are committed by a small number of people. —

Crime is becoming more brutal and random. More violent crimes are committed by strangers now. In the past, the attacker was usually a friend or relative. — Many people live with bars on the windows, several locks on the door and alarms in their houses and cars. Stores and workplaces also have them.[30]

Miscellaneous

There are more people in the ghetto than in the rest of the city. — Few people can afford to buy a house. — Hospitals, Employment and Social Security offices and other social services are not located in the ghettos. Public transportation (buses, subways, etc.) is often poor.[31]

Do you Understand?

1. Name 4 things which are big problems in many cities.
2. Do the poor neighborhoods usually have the best schools?
3. Are violent criminals usually poor?
4. Is there more violent crime in rich or poor neighborhoods?
5. Who are usually the victims of crime...the rich or the poor?

Crime - Causes and Solutions

There are several opinions about what causes people to become poor and criminals. One group believes that we are mostly influenced by the things outside of us, for example: our family, friends, neighborhood and society.[32]

Some people also think that America's many years of racism and our economic system (capitalism) have caused poverty and crime.[33] For example, they think that very big companies and rich people control the American economy; they exploit the workers; many people are not needed in the economy (automation, plant closings) and become poor, powerless and hopeless.[34]

Another group believes that most poor people and criminals are that way because of what is inside of them. They are born into a lower class culture. These people do not plan for the future. If they want something, they cannot wait; they want it now.

They are this way, perhaps, because of slavery or migration of many people or Welfare dependency for a long time. Now they don't care much about hard work, saving money, going to school or being independent. And their children will be the same. They will not change.[35]

Some other possible causes of crime are:

a. feeling that you are useless in society

b. disappointment leading to rage because in the 1960's the War on Poverty (a big government program to help poor people) raised poor peoples' hopes, but then things didn't change.

c. poor people want the same things as rich people, but can't get them and feel frustrated.

d. a decline in religious faith and morals which are a result of science, big city life and capitalism[36]

Many people believe that crime and poverty are caused by a combination of many things.

What are some of the solutions to crime and poverty?

One author says, "If we are to control crime, we must...rebuild our cities and ourselves...educate, employ, house and make healthy."[37]

Other people think that full employment is the most important solution. If all Americans know that they can get a good job, they will feel hope for the future. They will feel that society wants them and needs them. They will feel useful. They will want to work. And when people feel good and useful, the number of violent crimes will decrease.[38]

Some law enforcement people say..." that their job is made impossible by a lack of funds. The district attorneys say they lack the resources to bring all those cases to trial, the courts say there are too few judges, the corrections system says there are too few prison cells, the police say there are too few policemen."[39]

Reading Exercise

Read the following passages. Decide if the cause of the problem is an example of things outside or inside of us.

1. He's Irish; he drinks; his father drank, and his son will drink too. _____
2. Years of slavery, violence, segregation and discrimination have caused some blacks to become hopeless and poor. _____
3. Machines started to do the mining and many coal miners were layed off. The government did not offer job training programs or jobs. The people became dependent on Welfare and some became alcoholics. _____ [40]
4. Southern Italians do not have a history of education so now they do not think education is very important. _____

What Do You Think?

1. What do you think are the main causes of poverty and violent crime in the U.S.? Do you agree with the group who believes the causes are:
   a. outside of people
   b. inside of people
   c. the economic system of a country
   d. a combination
2. What do you think are the solutions to crime and poverty — create full employment, improve city problems, build more jails and hire more police, other ideas?

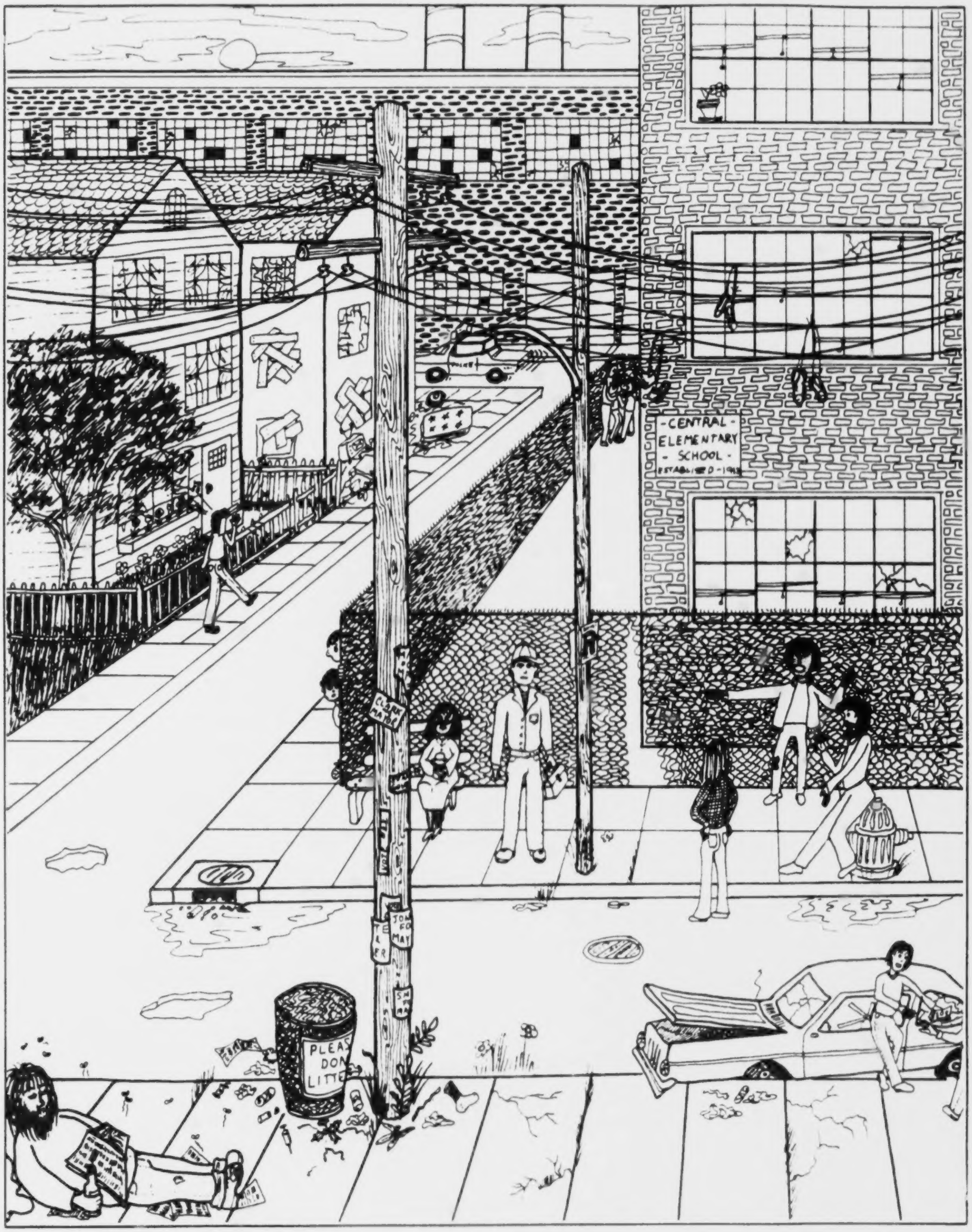
3. What are the main causes of poverty and crime in your country?
4. Before you came, did you know about the crime and fear in American cities?
5. Do your big cities have the same problems?

Multiple Choice

Circle the letter of the correct answers. There may be more than one correct answer.

1. Violent criminals are usually
    a. happy
    b. poor
    c. drug addicts
2. American cities have
    a. many problems
    b. many cows
    c. big ghettos
3. Violent criminals often
    a. dropped out of school
    b. come from homes with many problems
    c. are unemployed
4. Some city problems are
    a. bad telephones
    b. bad housing
    c. bad health

Talk or Write About It


- CENTRAL -
ELEMENTARY
- SCHOOL -
ESTABLISHED - 19
CLARK
MAYOR
VOTE
JON
FO
MAY
FR
PLEAS
DON
LITTE

36

Teacher's Guide
Chapter 1
"They Broke My Car Window!"

Prejudice

Vocabulary Exercise

1. killed
2. jobs and housing
3. hide
4. poison
5. characteristics
6. racism
7. is prejudiced

Listening Exercise - True or or False (For the Teacher Only)

Tell the students to write T or F for the following items which you will read to them. They will not read them; they must depend on their listening abilities.

1. I don't like it when people call me names.
2. Prejudice can hurt people.
3. Nobody likes to feel inferior.
4. We learn to be prejudiced only at school.
5. We learn to be prejudiced from the people around us.
6. People who look different are not usually good or interesting.
7. In 1954, America changed the law about having segregated schools.
8. Americans are the only prejudiced people in the world.

For numbers 9-12 you will read each statement, one by one. The students will write the number of the statement beside the correct word which describes or completes the statement.

9. These are examples of calling people names.
10. "They always talk loudly; they stay together, and they have all the businesses." This is an example of a _____ .

11. The idea from the song that children imitate their parents' hatred of certain groups is an example of how we learn _____.
12. When we keep different groups separate by law it is called _____.

Answers

1. T
2. T
3. T
4. F
5. T
6. F
7. T
8. F

10. a. stereotype
12. b. segregation
9. c. Nigger, Dago, Wop
11. d. prejudice

Listening Exercise - Negative Questions (For the teacher only)

You will ask your class the following negative questions about Martin Luther King. They will write Yes or No on their answer sheet. They will not read the questions, but must depend on their listening abilities.

	Answers
1. Isn't his middle name King?	No
2. Didn't white people put him in jail?	Yes
3. Didn't he work in the 60's?	Yes
4. Hasn't he become very famous?	Yes
5. Weren't many white people helping him?	Yes
6. Wasn't he trying to help black people?	Yes
7. Didn't he believe in non-violence?	Yes
8. Isn't he still alive?	No
9. Wasn't he white?	No
10. Can't we continue his good ideas?	Yes

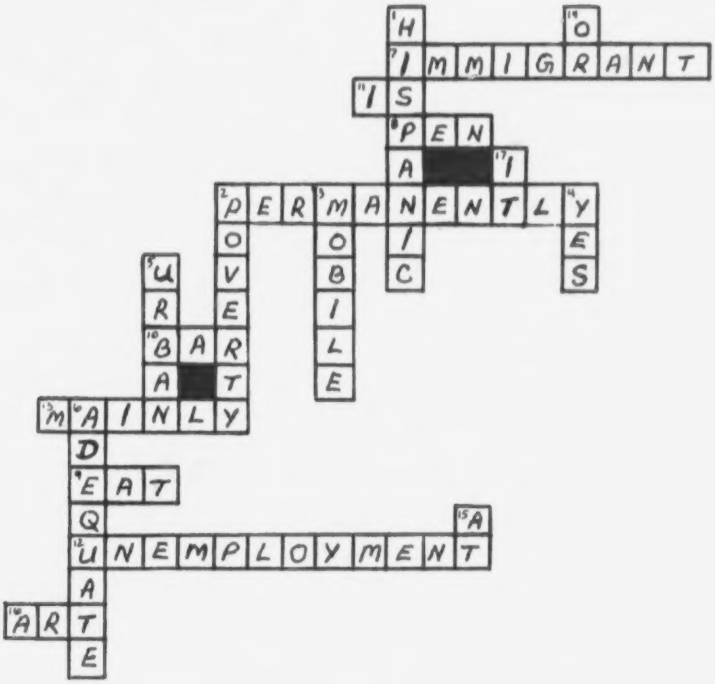
Listening Exercise - Tag Questions (For the teacher only)

You will ask your class the following tag questions about Martin Luther King. They will write Yes or No on their answer sheet. They will not read the questions, but must depend on their listening abilities.

	Answers
1. His middle name's King, isn't it?	No
2. White people put him in jail, didn't they?	Yes

3. He didn't work in the 60's, did he? Yes
4. He's become very famous, hasn't he? Yes
5. Many white people were helping him, weren't they? Yes
6. He was trying to help black people, wasn't he? Yes
7. He didn't believe in non-violence, did he? Yes
8. He's still alive, isn't he? No
9. He was black, wasn't he? Yes
10. We can continue his good ideas, can't we? Yes

CROSSWORD PUZZLE


1 HISPANIC
14 O
7 IMMIGRANT
11 IS
8 PEN
17 I
2 PERMANENTLY
2 POVERTY
3 MOBILE
4 YES
5 URBAN
10 BAR
13 MAINLY
6 ADEQUATE
9 EAT
15 AT
12 UNEMPLOYMENT
16 ART

ACROSS

2. Always
7. A person who enters a new country to live.
8. I write with a _____ .
9. I'm hungry. Let's _____.
10. The place where you buy a drink.

DOWN

1. Person who comes from a Spanish speaking country.
2. Condition of being poor
3. Moving
4. The opposite of NO
5. City

11. He _____ sick today.
12. Situation when people don't have jobs.
13. Most
16. Look at that beautiful picture over there. I love _____.
6. Enough
14. Do you want coffee _____ tea?
15. She lives _____ 4622 N. 5th St.
17. He, she, _____

Listening Exercise –Comparatives and Superlatives (For the teacher only)

You will read the following sentences. The students will identify the form they hear — adjective, comparative or superlative form. Have them check the appropriate place. Do these examples with them:

(a) New York is bigger than Lancaster

(b) He's getting old.

	adjective	***comparative*** ***(comparing 2)***	***superlative*** ***(comparing more than 2)***
Example: a.		x	
Example: b.	x		

1. This apartment is cheaper. (comp.)
2. This is the best food I've ever eaten. (super.)
3. He's poor. (adj.)
4. That book is the least interesting. (super.)
5. This was the worst movie I ever saw. (super.)
6. No, the one last night was worse. (comp.)
7. That is the most affluent neighborhood in the city. (super.)
8. My child's school is good. (adj.)
9. I want a better job. (comp.)

You will read the following sentences. The students will write S if the 2 groups are the same and D if they are different.

Answers

D 1. The rich get better housing than the poor.
D 2. India is not as rich as the U.S.
S 3. The poor love their children as much as the rich.
D 4. The poor don't have as much money as the rich.

40

S 5. Many white people are as poor as many black people.

S 6. Many children will be as poor as their parents were.

D 7. Some children will be richer than their parents were.

Reading Exercise

Sentence Sequencing

2nd	a.
4th	b.
3rd	c.
1st	d.

Vocabulary Exercise

d 1.	**b** 5.
c 2.	**g** 6.
a 3.	**h** 7.
e 4.	**f** 8.

Grammar - Verb Study

A. Past (possible answers; there are others)

Past Tense	***Base Form***
1. were	be
2. lived	live
3. came	come
4. was	be
5. had	have
6. believed	believe

B. Present (possible answers; there are others)

Present Tense	***Base Form***
1. continue	continue
2. elect	elect
3. vote	vote
4. help	help
5. ask	ask
6. have	have
7. is	be
8. think	think

9. see	see

C. Future (possible answers; there are others)

1. will have
2. will fail
3. will see
4. will not help

D. Modals (possible answers; there are others)

Modal	*Base Form*
1. would	vote
2. would	have
3. had to	have
4. can't	help
5. must	spend

Crimes - Causes and Solutions

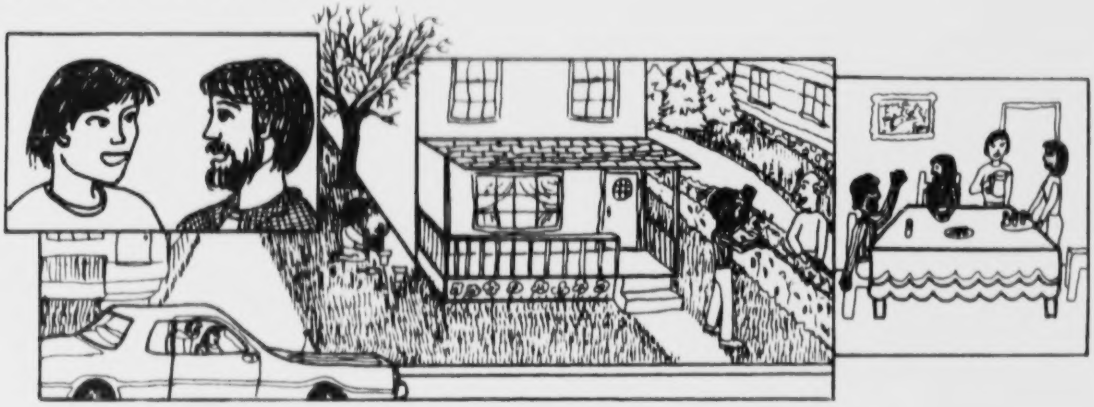
Reading Exercise

1. inside
2. outside
3. outside
4. inside

Multiple Choice

1. b & c
2. a & c
3. a, b, c
4. b & c

Chapter 2
Common Ground



Tam: Will you come with me to house hunt?

Sandy: Sure, but why don't you ask J.J. to come with us? He knows a lot about houses.

Tam: Oh. Do you think he would want to come?

Sandy: Sure. Why not?

Tam: I don't think he would like the same things we do.

Sandy: Are you kidding? Tam, are you going to be busy this Saturday afternoon?

Tam: Well, that's when I wanted you to help me look. Why?

Sandy: I want to take you somewhere. I'll pick you up at 10:00 a.m. In the afternoon I'll look at houses with you, okay?

Tam: Okay. See you then.

(In the car on Saturday morning)

Sandy: What do you want in a house and neighborhood?

Tam: Well, I want an attractive house, a clean, quiet neighborhood, good schools nearby.

Sandy: There's J.J.'s house over there. And there's J.J. himself talking to a neighbor. Hi, J.J. I brought Tam with me. He's looking for a house.

J.J.: Well, hi, fellas. Come on inside and have something cold to drink.

Tam: Thanks. This is a nice house. How long have you lived here?

J.J.: About 15 years. We bought it because the schools are so good around here, and it's a nice clean, quiet neighborhood, nice friendly neighbors, too.

Tam: Oh.

Do You Understand?

1. What does Tam want to look for?
2. Who does Tam ask to help him?
3. Who doesn't he ask?
    a. Why not?
4. When does Tam want to house hunt?
5. What kind of neighborhood does Tam want?
6. Is J.J.'s neighborhood the same or different?

What Do You Think?

1. What neighborhood do you live in here?
    (a) Are there many of your group living there too?
    (b) How did this happen?
    (c) What other racial or ethnic groups live there?
    (d) How well do the groups get along with each other (friendly, neutral, hostile)?
2. Do you prefer to live near your own group? Why or why not? When you and/or your group moved there, how did the neighborhood people feel?
    (a) Did they welcome you?
    (b) Were they neutral?
    (c) Were they hostile?
3. If there were "racial incidents" in your neighborhood, what happened?
    (a) Did any people try to help?
4. For any future problems your teacher can try to find out the names and phone numbers of groups in your area that may help with this kind of problem.
5. If you work, what racial and/or ethnic groups are there?
    (a) What percentage of each group?

6. How are the relations between groups at work (for example, friendly, neutral, hostile)?

Values in Common

What things in a neighborhood are the most important to you? For example, good schools, quiet neighbors, lots of trees, night life nearby, (restaurants, movies, night clubs) no drugs? List them here in terms of their priority: (the most important will be#1; the least important will be last).

1.
2.
3.

etc.

These things are called your "values" — the ideas most important to you. Compare your values of a neighborhood with those of your classmates. Do you have some values in common?

What things are most important to you in a mate (husband, wife) or boyfriend/girlfriend? For example, kind, rich, intelligent, good-looking, etc. List your values for a mate here. Prioritize:

1.
2.
3.

etc.

List your values for a good friend. Prioritize:

1.
2.
3.

etc.

List your values for a good job. Prioritize:

1.
2.
3. etc.

Compare your lists with classmates. What's similar? What's different? Have you found any values in common? How can you explain the common values, if you found some?

Feelings in Common

FAMILY TRAGEDY[1]

Jessie Whitley (center) is consoled at the burial. (Photo courtesy of Associated Press)

(based on an article by Daniel LeDuc that was published by *The Philadelphia Inquirer* on March 8, 1987.)

Jessie Whitley had a beautiful family—a wife and three young daughters. His dream was to buy a house in a nice, quiet neighborhood. To get this goal, he worked the night shift as a bus driver. He also worked in the daytime to earn extra money.

Finally, they moved into their dream house. But there was a carbon monoxide leak in the heating system of the house. Two days after they had moved in, Mr. Whitley came home and found his wife and children dead.

Talk or Write About It

The following are words we could use to describe Jessie Whitley's feelings.

be sad

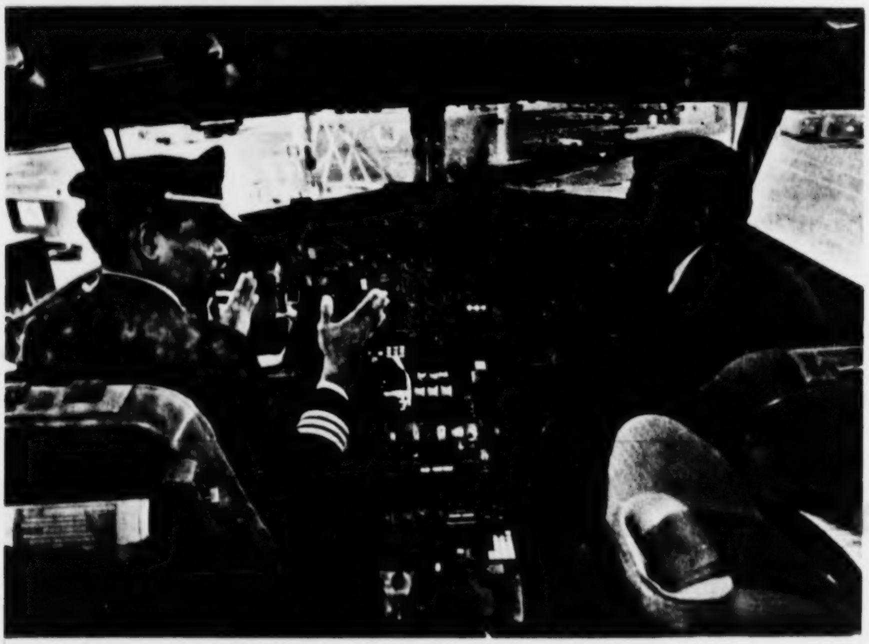
be in grief

Tell the story. The following guide words may help you.

Jessie Whitley
wife and 3 daughters
goal of a dream house
work
new neighborhood

accident
bury
family console
be sad
   in grief

FAMILY PRIDE[2]



Pilot Eugene Richardson III (left) and his father.
(Photo courtesy of Philadelpa Inquirer/Myrna Ludwig)

(based on an article by Murray Dubin that was published by *The Philadelphia Inquirer* on March 8, 1987)

Eugene Richardson III is one of the few black commercial airline pilots. He is showing his proud father the cockpit of a jet. His father had wanted to be a commercial pilot when he was younger, but racism kept him from that dream.

Talk or Write About It

Gene Richardson's story is a happier one. Tell his story using the guide words if you need help.

Eugene Richardson

pilot

few black pilots

father proud

black father's dream

racism

After you look at the pictures, think about the 2 pictures.

1. Are you the same race as the people in the pictures?
2. Are you from the same country?
3. Do your speak the same language?
4. Are you the same sex, the same age?

5. Can you understand the feelings of the people in the pictures?
6. Do you think most people have similar feelings no matter what country they come from?

Both stories talk about the person's "dream." Talk or write about your dream.

Experiences in Common

A white woman, Peggy Terry, remembers this experience from her past. "I was walking down the street at night, coming home from work. It was dark. It was in the black section. A carload of white boys went down the street real fast. They yelled: 'Hey, nigger, how about a quarter piece?'* At first, I felt dirty and angry that they thought I was a nigger.** Then I thought: What must it be like for her?"[3]

Do You Understand?

1. Why did the boys think Peggy was a black woman?
2. Were the words they yelled at her good or bad?
3. Before this experience, was Peggy prejudiced against blacks?
    (a) How do you know?
4. Who is the "her" Peggy talks about?
5. Did this experience change her?
6. How is this experience an example of "common ground"?

Peggy Terry also told this story. "I worked my way up to Chicago from Montgomery, Alabama. I came to Uptown,*** the port of entry for poor southerners. The West Side*** should be called the port of entry for southern blacks. It's like we come from a foreign country. Southerners are as lost and bewildered when they come to Chicago as anybody coming from Germany or Italy or Poland. We look like other white people if we're dressed fairly nice. It's hard for them to understand that we lose our way on subways and we don't know about addresses. Down home, we say somebody lives down at the bend of the wood or halfway down by the old maple tree. It doesn't work that way in Chicago.

"There's no difference between southern whites and southern blacks in what sends us up here: lack of jobs. We get hungry and we get scared and we want a better way of life. There's where the dreams come in. I don't know a single southerner that would be up here, black or white. We'd all go home if there was work down there."[4]

---

* This possibly is a vulgar expression having something to do with sex.

** "Nigger" is a very insulting word that refers to a black person.

*** Neighborhoods in Chicago

Do You Understand?

1. What city did Peggy come to?
2. What neighborhood did the southern blacks enter?
3. How did the southerners feel in Chicago?
4. What kind of addresses did people use in the South where Peggy had lived before?
5. Why did the southern whites come to Chicago?
6. Did the southern blacks come for the same reason?
7. Would the southerners like to go back to the South?
8. How is this story an example of "common ground"? (See #8 below).

What Do You Think?

1. What was your port of entry into the U.S.?
2. How does Peggy Terry compare the southerners to foreigners?
3. Peggy came from the country in the South. She talks about coming to a big city.
    (a) In your country is it easy or difficult for country people to adjust to a big city?
4. Do you come from a big city, medium sized city, small town, village or the country?
5. In your country do they have addresses the same as here?
    (a) In the city? (b) In the country?
6. How did you feel when you first came to an American city?
7. Peggy says that the southerners came North to get jobs.
    (a) Why did you come here?
8. Peggy says the southerners dreamed of going back home to the South.
    (a) Do you dream of going back home?
    (b) Can you go back? Why or why not?
    (c) Were you homesick when you first arrived?
    (d) Do you still get homesick?
    (e) What things make you feel homesick?

Vocabulary Exercise

Fill in the blanks with the words below.

bewildered
Hey
port of entry
section

1. What city was your __________into the U.S.?
2. __________, Mister! You dropped some money!
3. What __________of the city do you live in?
4. When people first arrive in this country, they often feel __________.

Freedom - A Common Dream

People come to America for different reasons — economic, political or religious. For example, Mexicans often come here because they cannot get a job at home. This is an economic reason.

Many Vietnamese say they have come for freedom. They cannot change their government. They cannot get a job because they were the enemy in the war. These are political reasons.

In the 1600's the first English people came to America because they were not allowed to practice their religion. This is a religious reason.

Do You Understand?

A. Match the following words with the correct meaning by drawing a line.

1. religious	a. about money
2. economic	b. about God
3. political	c. about government

What Do You Think?

Ask your classmates why they came here. Classify their reason — is it an economic, political, religious reason or something different?

In the previous exercise did anyone say they came to the U.S. for "freedom"? It might surprise you to learn that there are many groups of people, born in America, who are still looking for freedom.

Black people, in particular, still feel they are not completely free. They were brought here as slaves. They have experienced discrimination, segregation, oppression and violence. They only got their civil rights in the 1960's. They still are the victims of discrimination in jobs and housing.

The following are complete poems or excerpts of poems written by a famous Black poet, Langston Hughes. In them he talks about freedom.

Refugee in America[5]
by Langston Hughes

There are words like Freedom
Sweet and wonderful to say.
On my heart-strings freedom sings
All day everyday.

There are words like Liberty
That almost make me cry.
If you had known what I knew
You would know why.

Do you Understand?

1. What does it mean, "On my heart strings freedom sings"? What feeling does he feel?
2. What does the word "like" mean here?
   (a) similar - ex: I look like my father.
   (b) enjoy - ex: I like coffee.
   (c) for example - ex: I eat many foods, like popcorn, vegetables and fruit.

What Do You Think?

1. What does the whole sentence mean, "If you had known what I knew you would know why"?
   (a) What did he know?
   (b) Finish the sentence:
   "If you had known what I knew you would know why ___________."

Southern Mammy Sings
by Langston Hughes

Last week they lynched a colored* boy.
They hung him to a tree.
That colored boy ain't said a thing
But we should all be free.

* "Colored" is another insulting word that means black. However, in this poem, the woman does not mean it as an insult.

Yes, m'am!
We all should be free.

Not meanin' to be sassy
and not meanin' to be smart -
But sometimes I think that white folks
Just ain't got no heart.

No, m'am!
Just ain't got no heart.

Do You Understand?

1. What does "lynched" mean?
2. What does it mean "...got no heart"?
3. While "ain't" is not correct in standard English, you will hear it very often so you need to understand it.
    (a) In the sentence, "That colored boy ain't said a thing..." what does "ain't" mean?
    (b) In the sentence, "...white folks just ain't got no heart" what does "ain't" mean?
4. Who killed the "colored boy"?
5. Why did they kill him?

What Do You Think?

1. Do any groups in your country want freedom now or in the past?
    (a) Which group?
    (b) What kind of freedom (ex., economic, religious, political) do they want? Tell the class everything you know about it?

Expressions Exercise

The following 3 expressions were used in the reading. Fill in the blanks.

be a victim of (something)
practice one's religion
in particular

1. I liked all of the food at the party, but I liked this Indian dessert, ___________.

2. That company hires only white people. They would not hire me because I'm Asian. I think I was __________ discrimination.
3. In that country people cannot __________. The government has closed most of the churches.

Freedom's Plow [7]
by Langston Hughes

With billowing sails the galleons came
Bringing men and dreams, women and dreams.
In little hands together,
Heart reaching out to heart,
Hand reaching out to hand,
They began to build our land.
Some were free hands
Seeking a greater freedom,
Some were indentured hands
Hoping to find their freedom,
Some were slave hands
Guarding in their hearts the seed of freedom.
But the word was there always:
        FREEDOM...
Who is America? You, me!
We are America!
To the enemy who would conquer us from without,
We say, NO!
To the enemy who would divide
and conquer us from within,
We say, NO!
        FREEDOM!
                BROTHERHOOD!
                        DEMOCRACY!
To all the enemies of these great words:
We say, NO!
A long time ago,
An enslaved people heading toward freedom
Made up a song:
        Keep Your Hand on the Plow! Hold On!
That plow plowed a new furrow
Across the field of history.
Into that furrow the freedom seed was dropped.
From that seed a tree grew, is growing, will ever grow.
That tree is for everybody,

For all America, for all the world.
May its branches spread and its shelter grow
Until all races and all peoples know its shade.
KEEP YOUR HAND ON THE PLOW!
HOLD ON!

Do You Understand?

1. What 3 kinds of people first came to America?
2. What 3 big things does he want?
3. Which group got their freedom last?
4. What time period in history is this poem about?
5. How did they travel here?
6. Give an example of an enemy "from without."
7. Who is the "enemy from within"?

In the last section, Langston Hughes uses farming (or growing) words.

List those farming words. (There are about 8).

1.
2.
3.
4.
5.
6.
7.
8.

He uses farming words, but he is not really talking about farming. He is talking about "an enslaved people heading toward freedom..." What, then, do the farming words really mean in this poem? What is the main idea here?

What Do You Think?

1. Did you ever have slavery in your country?
    - (a) If yes, what groups, when, where?
    - (b) When did it end?
    - (c) How did it end?
2. Did you ever have indentured servants in your country?
3. Are any people in your country "seeking greater freedom" now? If yes, explain.

Democracy
by Langston Hughes

Democracy will not come
Today, this year
    Nor ever
Through compromise and fear.
I have as much right
As the other fellow has
    To stand
On my two feet
And own the land.
I tire so of hearing people say, Let things take their course.
Tomorrow is another day.
I do not need any freedom when I'm dead.
I cannot live on tomorrow's bread.
Freedom
Is a strong seed
Planted
In a great need.
I live here, too.
I want freedom
Just as you.

Do You Understand?

1. Does the U.S. have democracy?
2. Does your country have democracy?
3. What line in this poem is an example of "common ground"?
4. Is the speaker white or black?
5. Can he wait for democracy?
    (a) Which lines in the poem tell the answer?
6. What does the speaker mean "I cannot live on tomorrow's bread"?
7. Does he want to wait for freedom?
8. Can you understand why he doesn't want to wait?

Talk or Write About It

Which poem was your favorite?

Can you find any common ground with the feelings in these poems?

"Survival Money" — A Common Problem

The following excerpt is about a white man, C. P. Ellis, from the South. "My Father and I were very close, but we didn't talk about too many intimate things. He did have a drinking problem. During the week, he would work every day, but weekend he was ready to get plastered. I can understand when a guy looks at his paycheck and looks at his bills, and he's worried hard all the week, and his bills are larger than his paycheck. He'd done the best he could the entire week, and there seemed to be no hope. It's an illness thing. Finally you just say: 'The heck with it. I'll just get drunk and forget it...'

"My father never seemed to be happy. It was a constant struggle with him just like it was for me. It's very seldom I'd see him laugh. He was just tryin' to figure out what he could do from one day to the next.

"After several years pumping gas at a service station, I got married. We had to have children. Four. One child was born blind and retarded, which was a real additional expense to us...

"All my life, I had work, never a day without work, worked all the overtime I could get and still could not survive financially. I began to say there's somethin' wrong with this country. I worked my butt* off and just never seemed to break even.

"I had some real great ideas about this great nation. They say to abide by the law, go to church, do right and live for the Lord, and everything'll work out. But it didn't work out. It just kept gettin' worse and worse...

"I borrowed four thousand dollars to buy the service station. I worked seven days a week, open and close, and finally had a heart attack...My wife had done the best she could to keep it runnin'...I just couldn't do it.

"I really began to get bitter. I didn't know who to blame. I tried to find somebody. I began to blame it on black people. I had to hate somebody. Hatin' America is hard to do because you can't see it to hate it. You gotta have somethin' to look at to hate. The natural person for me to hate would be black people, because my father before me was a member of the Klan. As far as he was concerned, it was the savior of the white people. It was the only organization in the world that would take care of the white people. So I began to admire the Klan".[9]

Do You Understand?

1. What was his father worried about?
2. What did his father do to forget his problem?
3. Was his father a happy man?
4. How many children did C. P. Ellis have?
5. Did C. P. Ellis make enough money to live on?
6. What happened after he bought the service station?

* "butt" means backside; the expression means "I worked very hard."

7. How did he feel?
8. Then who did he decide to blame?
9. How does he explain his prejudice ?
10. Now, who does he think he should have blamed?

Reading Exercise - Sentence Strips

Your teacher will explain this exercise.

Listening Exercise - Idioms

Look at the list below. Make sure you understand the meaning. Your teacher will read 5 sentences which contain idioms. Put the letter of the words that mean the same as the idiom you hear next to the number.

a. obey
b. refuse
c. drink too much liquor
d. continue
e. be okay

1.
2.
3.
4.
5.

A black woman, Jayne Cortez, wrote about working in a sewing factory. She describes her "stiff hands" and "swollen legs." She talks about the same difficult routine of riding the bus to and from work, working hard at her job, trying to pay all of her bills and feed her family. She said she was working just for "survival money."[10]

Do You Understand?

1. What kind of job did she have?
2. Was it an easy or difficult job?
3. What was she working for?
4. What part of her body has problems because of her work?
5. What does she worry about?

Teacher's Guide
Chapter 2
Common Ground

Experiences in Common

Vocabulary Exercise

1. port of entry
2. Hey
3. section
4. bewildered

Freedom - A Common Dream

Expressions Exercise

1. in particular
2. a victim of discrimination
3. practice their religion

"Freedom's Plow"

Farming words

1. plow
2. plowed
3. furrow
4. field
5. seed (dropped)
6. tree
7. grew, grow, growing
8. branches

TEACHER'S GUIDE — CHAPTER 2

Reading and Oral Activities - Sentence Strips

For a Group

Make one copy of the "Sentence Strips" below. Cut out each sentence. Give one to each student. (Some students may have to have more than one depending on the number in the class)

Instruct the students to stand and each read her/his sentence out loud. Then they should arrange the strips in the correct sequence that they occurred. They will do this by talking about it among themselves and moving the students holding the sentences around until the sentences are in the correct order.

The conversation should go something like, "He had the heart attack after he bought the service station so you stand next to him."

Let them do all of the work with a bare minimum of help from you.

Reading Exercise - Sentence Strips (For the Teacher only)

Copy these for your students and cut out the strips.

He joined the Klan.

His father was worried about money.

He had a heart attack.

He bought a service station.

He got married and had four children.

His father got drunk every weekend.

He worked at a service station.

He was very bitter and blamed blacks for his problems.

He and his wife lost the service station.

TEACHER'S GUIDE — CHAPTER 2

Below is the correct order of the sentences.

1. His father was worried about money.
2. His father got drunk every weekend.
3. He worked at a service station.
4. He got married and had four children.
5. He bought a service station.
6. He had a heart attack.
7. He and his wife lost the service station.
8. He was very bitter and blamed blacks for his problems.
9. He joined the Klan.

For Individuals

Copy the "Sentence Strips" as many times as you have students (i.e. for 15 students, make 15 copies.) Cut out the sentences and make a set for each student.

Hand a set to each person and have them arrange them in the correct sequence.

To make matters even simpler, don't cut them out and they can just write "1" in front of the sentence that will come first, write "2" in front of the next sentence and so on.

Making a Living

Listening Exercise - For the Teacher Only

Read the following sentences to the class. They will mark the letter of the phrases that mean the same.

Answers

c 1. You're plastered!
a 2. My family always abides by the law.
e 3. Don't worry. Things 'll work out.
b 4. I asked her to go to a movie with me, and she turned me down.
d 5. This school is so good that we have to keep it running.

SCENARIO

"Scenarios" are used by Robert J. DiPietro as part of his approach called "Strategic Interaction."[11] I cannot do it justice in this short space, but I think scenarios could be very effectively used with the subject matter in this book.

You have two groups of no more than 8 each. You have planned your scenario in advance. It must contain some kind of interaction. You give one group one character, his/her particular situation and goal. You give the other group the other person's goal. The difference from a role play is that neither group will know the goal (or "hidden agenda") of the other.

Each group, not overheard by the other, will plan its verbal strategies to meet the goal. They will try to anticipate what the other person might say and plan how to handle it. You will offer help only if it is clearly needed. Each group chooses one person to perform. If, during the scenario, a performer needs help, he/she can excuse him or herself and consult with the group briefly.

They can end in agreement, compromise or impasse — however the two decide to play it. But the point is that while each has been somewhat prepared, he/she will still confront some unexpected twists. They must use whatever English they have to handle it. In this way scenarios are closer to real life than role plays.

After the scenario is finished, you discuss with everyone about possible alternative strategies or resolutions and then any structure or pronunciation point of interest.

I think the controversial nature of so many of the issues in this book could produce interesting and spirited scenarios. DiPietro, in his book, offers much research to support his conclusion that people will internalize language better when their motivation is high.

The following is one idea for a scenario. Perhaps you will think of others.

Scenario

Give one card to a group or separate strips of paper to each person in the group. One group will get this information:

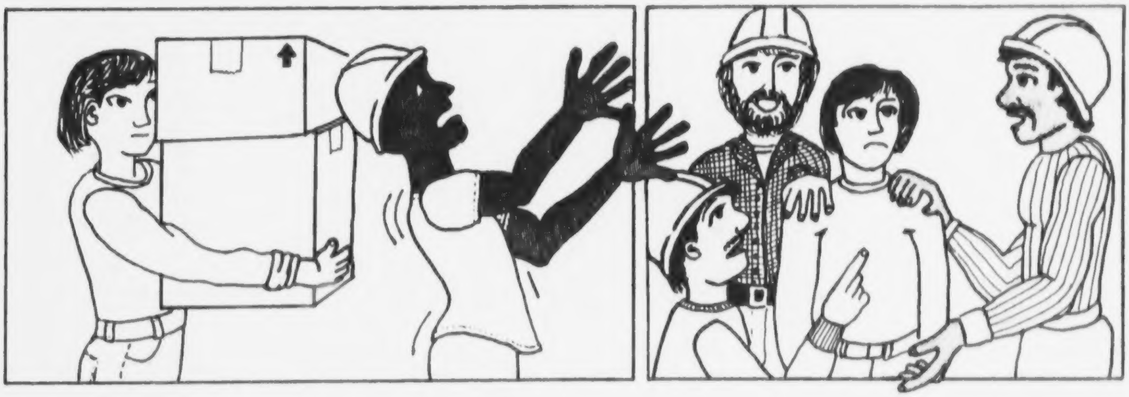
"You are looking for a job. A friend has told you about a person who is looking for a worker. You are a hard worker and an honest person. You want to get paid in cash not by check. You arrive for the interview."

In their discussion, you might, if needed, guide them to suggest what he is saving money for and why he only want cash. They should anticipate the possible reactions of the employer to his request and be ready to handle positive or negative reactions.

The other group will get this information:

"You need to hire a worker. You love America, you work hard, pay your taxes, and respect the laws of this country. You prefer to hire people you like. You are also a very sympathetic person. The other person is arriving for the interview."

Chapter 3
"What's He So Angry About?"



Lonnie: Hey, man, watch where you're going!

Tam: I'm sorry.

Lonnie: Yeah, I bet you're sorry!

José: 's up, Tam?

Tam: What did you say?

José: What's up? What's happening? You look funny.

Tam: It's Lonnie. He really doesn't like me, and I don't know why. I never did anything to him.

J.J: I know. Lonnie's an angry man. It's not you personally, Tam. But, you see, Lonnie thinks that the government helps refugees and immigrants more than it helps the people who were born here. And he's angry because he wants to get up in the world, but he isn't making it. And he sees a lot of Asians making it. Also he's homesick for his family in North Carolina. He had to send his wife and kids to live with her parents until he can make enough money to support them back here. On top of that, Lonnie's brother was killed in the Vietnam War. He's still hurting about that.

Tam: My brother was killed in the war, too.

José: So was mine.

Sandy: My cousin was, too.

Slavery

There has always been hostility and tension between white and black people in America. It started when the first English settlers came here in the early 1600's. They sent people to Africa with guns to capture black people. They put thousands of blacks on ships where they were prisoners in chains. Many died on the ships.

The blacks who survived the trip to America were slaves. The white plantation owners bought and sold them. They often separated wives from husbands and children from parents.

The slaves had no freedom and no rights. They worked long hours picking cotton for no pay. Some worked in the master's house cleaning, cooking and caring for the children. They lived in poverty. The whites treated them not as equal human beings but as inferior. And they saw them as property, the same way we see our cars and houses.

Slavery lasted from the early 1600's until the mid 1860's when president Abraham Lincoln gave them their freedom after the Civil War.

Since that time up to now, blacks have been trying to live a normal life. But when whites could no longer keep blacks as slaves, they started other ways to control them. There was segregation and discrimination in schools, housing, voting, jobs and social relationships.

Do You Understand?

1. Where did the slaves come from?
2. Did they want to come to America?
3. How long did they not have freedom?
4. What happened to blacks after slavery ended?

Vocabulary Exercise A

Match the words at the left with their meanings at the right. Write the letter of the meaning next to the number of the word.

______ 1. capture
______ 2. vote
______ 3. hostility
______ 4. slave
______ 5. prisoner

a. a person
b. angry feelings
c. catch and keep
d. someone in jail
e. something you own

______ 6. rights (civil)	f. choose a person to work in the government or decide a question; each person says his opinion on paper, in a machine or raises her hand.
______ 7. human being	g. a person who is forced to work for no pay.
______ 8. property	h. freedom to speak, live, vote, have protection under laws, etc.

Vocabulary Exercise B

Write 8 sentences using the 8 words in the left hand column in Exercise A. In your sentence, make it clear that you understand the meaning.

1.
2.
3.
4.
5.
6.
7.
8.

Segregation and Discrimination

In Chapter 1, we talked about segregation in the schools. There is also segregation in housing. Segregation means there are laws which keep people separated.

Discrimination means, for example, that we tell a group that they cannot have something because they are in that group. For example, before the 1960's many areas in the U.S. were "segregated." The whites passed laws or agreed among themselves to make sure that whites and blacks would be separate.

Black people could not go to schools with whites.

Black people could not eat in certain restaurants with whites.

Black people could not have certain jobs — usually the good jobs with good salaries.

Black people could not sleep in certain hotels.

Black people could not go to the same hospitals as whites.

Black people could not live in the same neighborhoods as whites.

Black people had to sit in the back of the bus.

"Oppression" is when the government allows discrimination against certain groups. Because of this oppression, the people in those groups do not get the things they need. For example, they often don't get good education, good housing or good jobs. They have no control over their lives because they cannot influence the government.

Sometimes prejudice leads to "genocide." When people try to kill all the members of a certain group, it is called genocide.

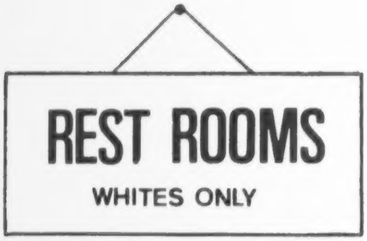
Do You Understand?

True - False

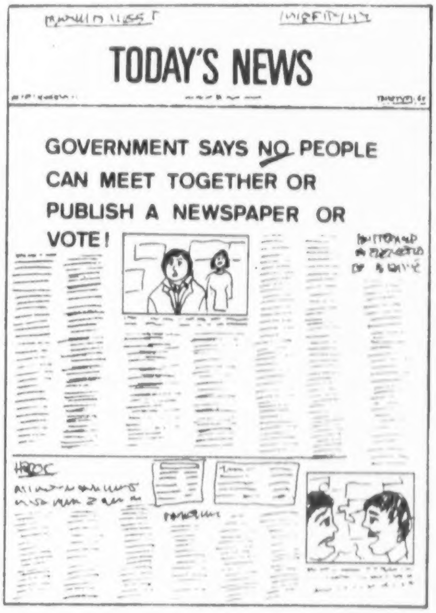
1. Discrimination is okay if it is not against me.
2. Segregation means keeping people separate.
3. When a company did not hire a man because he was Puerto Rican, it was an example of discrimination.

Listening Exercise - True or False

Your teacher will explain this activity to you.



Picture 1


TODAY'S NEWS
GOVERNMENT SAYS NO PEOPLE CAN MEET TOGETHER OR PUBLISH A NEWSPAPER OR VOTE!

Picture 2

Question 1. ______

Question 2. ______

Question 3. ______

Question 4. ______

Question 5. ______

The Civil Rights Movement

In the 1950's and 1960's some blacks decided that it was time to end segregation. They started the Civil Rights Movement. The Reverend Martin Luther King was the most famous leader.

He used non-violent methods which he had learned while studying Gandhi, a great leader of India, who used the same methods in their big revolution against England's control.

Martin Luther King knew that white police in the South were racist and would kill black people for a reason and sometimes for no reason. If the blacks had guns and were ready to fight, that would give the police a very good reason to kill them. Also, if they fought the whites with violence, they would not change anything.

King and his group knew that it would take even more courage ***not*** to carry a gun and ***not*** to fight. They trained the protesters to stay calm and non-violent even when white people said terrible things to them, beat them, turned strong fire hoses on them, let police dogs bite them or kill them.

In this way King did two things: (1) The police did not have a reason to hurt them. (2) Because they were non-violent, more people could also participate, for example, the old and young and women.

When the marches and demonstrations happened, the media (TV cameras, radio and newspaper people) were there. Every day all of America and the rest of the world saw, heard and read about what the white police and city and state governments were doing to the non-violent protesters.* Public opinion began to turn against the whites. People saw that they were wrong to hurt the peaceful protesters.[1]

Besides protest marches from city to city, they used other non-violent techniques, for example "sit-ins." In most southern restaurants, black people were not allowed to eat. So a group of black and a few white protesters entered the restaurant and sat down at the "white only" counter. They sat quietly and politely, but the store refused to serve them. The police came, arrested them and put them in jail.[2] Often the police beat the protesters in jail.

Another technique was "picketing" stores that would not serve black customers. The picketers walked around in front of the stores carrying signs against the stores.[3]

They also used the technique of "boycott." This means they refused to buy in a store or ride a bus which discriminated against blacks until the store or company agreed to change. (Some bus companies made blacks sit in the back of the bus.)

In the 1950's a few improvements in civil rights had begun. But in the 1960's many improvements were made as a result of the Civil Rights Movement.

* This would be an excellent time to show "Eyes on the Prize," the PBS documentary on the Civil Rights Movement. Contact your local public TV station for possible access to the video tapes.

Although Martin Luther King was a very popular leader, all blacks, especially young black leaders, did not agree with his non-violent methods because change was coming too slowly. Also they may have been jealous of him.

Also northern city blacks were becoming angry and frustrated at their situation in the ghettos. There were race riots in many cities. The blacks burned buildings and attacked white police and business people who were in the black neighborhoods.[4]

During the Civil Rights Movement, many whites were sympathetic to the Movement and some participated directly in sit-ins, freedom rides and marches. But in the late 60's, many blacks became frustrated with the slowness of change. A new movement called "Black Power" became stronger. Blacks thought that blacks should make the changes themselves, and whites were not as welcome as before. Many blacks showed their true feelings of anger. People called their feelings "Black Rage."

Do You Understand?

1. What were 2 reasons why Martin Luther King chose non-violence?
2. What did the police do to the protesters?
3. How did the world know about the demonstrations?
4. Did women participate in the demonstrations?
5. Whom did Martin Luther King admire? Why?
6. Did the Civil Rights Movement make changes?
7. What happened in the Northern cities?

Vocabulary Exercise C

Match the words at the left with their meanings at the right. Write the letter of the meaning next to the number of the word.

_____ 1. protester	a. when many people refuse to do business with someone
_____ 2. picket	b. when people sit in a place to protest about a problem
_____ 3. boycott	c. explain why
_____ 4. sit-in	d. let (permit) someone (to) do something
_____ 5. reason	e. when people walk around in front of a place carrying signs of protest

______ 6. beat	f. a person who is protesting something
______ 7. technique, method	g. a way to do something
______ 8. allow	h. hit someone many times

What Do You Think?

1. Do you know much about American History?
2. Did you know about the history of slavery and the Civil Rights Movement before? Are you surprised?
3. Are there different races living in your country?
   a. What are they?
   b. When did each group arrive?
   c. How did they arrive — by choice or force? Why?
   d. Did you ever have slavery in your country? Tell about it.
4. Are there different ethnic groups living in your country (for example, the Cambodian ethnics in Vietnam)?
   a. What are they?
   b. When and how did they arrive and why?
   c. What language do they speak in public?
   d. What language do they speak at home?
   e. Whom do they identify with more — their ethnic group or the majority group?
   f. Which group do you put them in? For example, if you are Vietnamese, do you think of Chinese ethnics from Vietnam as Chinese or Vietnamese or both?
   g. Do they have separate schools?
   h. What percentage attend?
   i. Do they usually live near each other? If so, why? If not, why not?
   j. Do your laws permit them to live anywhere?
   k. Are they welcome by the neighbors to live anywhere?
   l. Do the groups intermarry?
   m. How do the families usually feel about it?

n. Are they completely integrated into your country? If so, in what ways? If not, in what ways?

5. Are your friends usually from your own group or a different group or both? Give examples.
6. In your country is there any discrimination (for example, in jobs, housing)?
7. Do the ethnic or racial groups stay separate from the majority group in your country? If yes, do you think it's their choice or do they think they would not be welcome by the majority?

The Freedom Riders

In May 1961, during the Civil Rights Movement, a group of black and white people got on busses and traveled from the North to the South. They were called "Freedom Riders." They knew that there was segregation in busses and bus station waiting rooms in the South. They wanted to change these laws. They thought the best way to do this was to break the laws and call attention to these segregation laws;[5] therefore, the blacks walked into white waiting rooms and vice versa.

The following is a description of what happened at one of the bus stations where the Freedom Riders stopped in order to try to change the segregation laws.[6]

One of the black leaders was hit in the mouth as he entered the white waiting room. He was bleeding. Something like a small bomb was thrown into a bus full of Freedom Riders. They were lucky to get out of the smoke–filled bus alive.

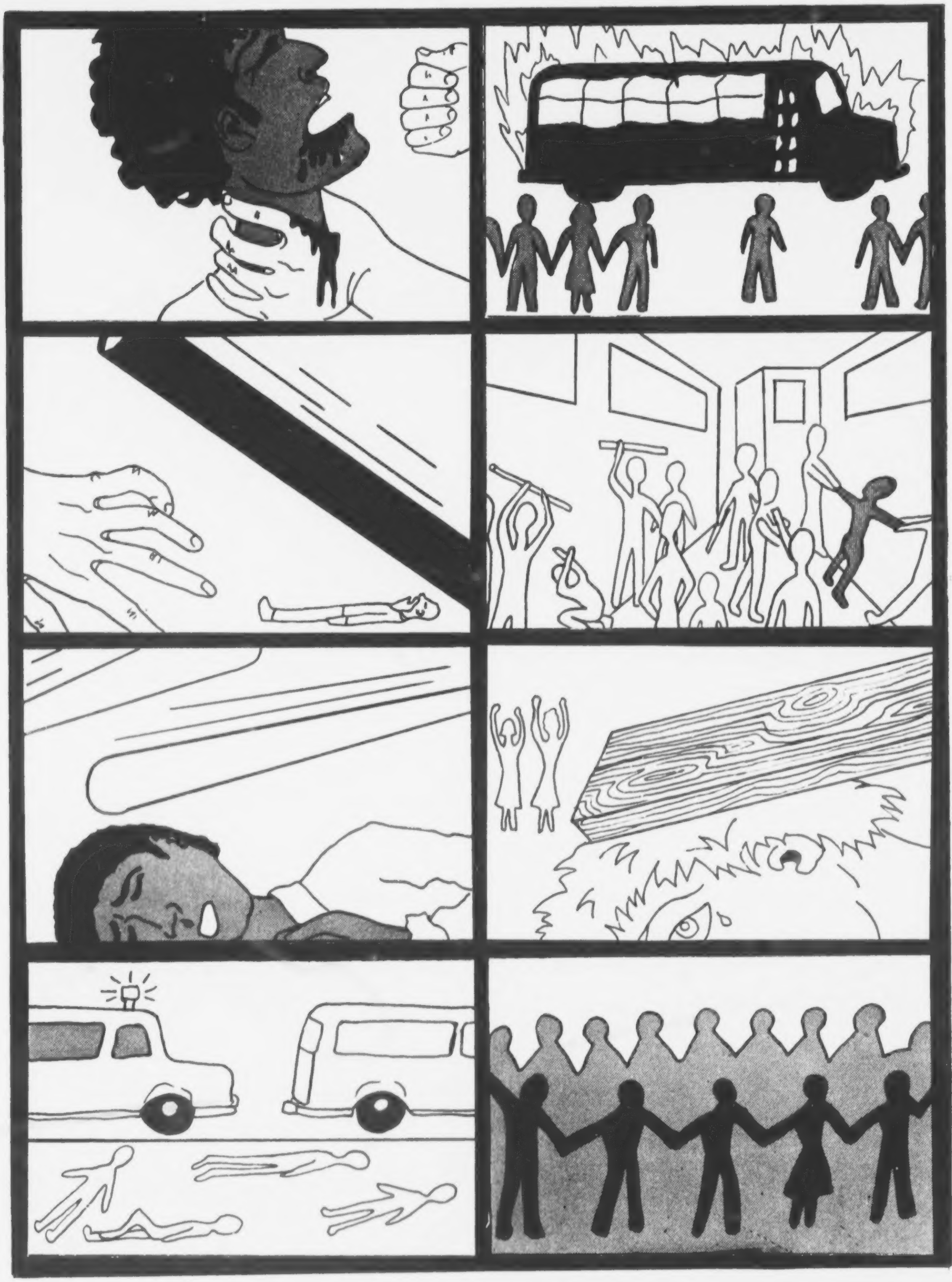
An older man was punched. He fell to the ground bleeding. Another man's hand was badly injured. Two other young Freedom Riders (one black, the other white) started to enter the white waiting room, where blacks were not allowed to enter. They were grabbed by a bunch of white men. They were hauled between two buildings. The white attackers split up; one group of 6 pounded one Freedom Rider with heavy metal bars; the other group of 5 beat the other man with lead pipes and fists.

A young black man who was studying to be a minister was slugged with baseball bats and knocked out by a group of whites. Another group of white men attacked one young white Freedom Rider. They hit him with pieces of wood. He fell into the street and lay there. A group of white women watched this assault and cheered on the attackers. They yelled, "Kill the nigger-lover!"*

When the police arrived, they just watched. The Freedom Riders sat or lay bleeding or unconscious. The police delayed calling ambulances for a long time. When the ambulances finally came, they were segregated and took the Freedom Riders to segregated hospitals.

Later that day the wounded people returned to their meeting place, a church. Some wore bandages and some had stitches. Their bodies hurt. They felt sick and tired, but they still had their "freedom spirit." They held each other's hands tightly. A leader told the group to yell, "Freedom!" and they all yelled back, "Freedom!"

*This is an insulting name for a white person who helps blacks.



The Freedom Riders

Do You Understand?

1. Why were they called "Riders"?
2. Where did they go?
3. Why did they take these "Freedom Rides"?
4. What happened to them in the South?
5. Which hospitals were they taken to?
6. After this attack, did they lose hope?
    a. How do you know?

What Do You Think?

1. The "Freedom Riders" were injured badly and could have died. Do you think you could ever risk your life for something important to you? Why or why not? (Don't forget that women and all ages were injured in civil rights demonstrations. So this question is for everyone.)
2. To the blacks, freedom meant the freedom to do the same things that white people could do: vote, eat in any restaurant, ride a bus and sit anywhere, use any bathroom, get any job they are qualified to do, live in any neighborhood and so on.
    a. What does freedom mean to you?
    b. If you came here for freedom, explain what kind of freedom you wanted.
    c. Do you have it now?
3. How does the last paragraph of the story of the attack make you feel?

Reading Exercise — Use the "Freedom Riders" story.

List 7 of the words about violence.

1.
2.
3.
4.
5.
6.
7.

List 5 of the words which can be used as weapons.

1.
2.
3.
4.
5.

List at least 5 words which are about medical problems or treatment.

1.
2.
3.
4.
5.

Listening Exercise — Find the "missing person."

Look at the picture of the attack on the Freedom Riders. Your teacher will read the story of the attack to you. This time, however, the attack on one person will not be mentioned.

Listen carefully. I suggest you put a check mark (✓) beside each person that you hear about. That way you will see who is missing. This is called a "process of elimination." The person who is missing is ___________ .

Talk About It

Pretend that you are one of the media people (TV, radio or newspaper reporter) describing the attack on the Freedom Riders at the southern bus station. Look at the picture as you talk.

1. If you are a TV or radio reporter, you may want to describe to your viewers or listeners what is happening right now. What tense will you use?
2. If you are a newspaper reporter, your story will probably be in tomorrow's paper. What tense will you use?
3. Tell the story again using the passive voice in the present and past continuous and then past tense. It might help if you first list the verbs you will need. Make sure you know the past participle of them.

Next review the forms of "be" you will need:

is being ________________
past participle

are being ____________
past participle

was ________________
past participle

were ________________
past participle

Remember that the form of "be" will agree in number with the subject of the sentence. For example:

He was beaten by 2 men.

(subject)

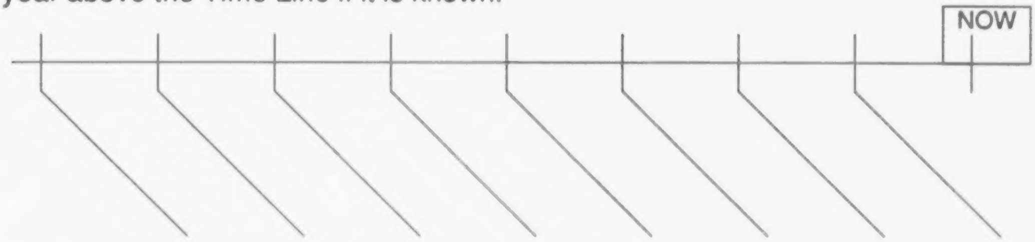
They were beaten by 1 man.

(subject)

Reading Exercise

Make a Time Line.

Look at the list below of events in history. Write them on the lines of the Time Line. Write the year above the Time Line if it is known.



a. The Freedom Rides took place.

b. Slaves were brought from Africa.

c. Abraham Lincoln freed the slaves.

d. English settlers came.

e. Many slaves died on the boat trips.

f. Plantation owners bought and sold slaves.

g. Segregation and discrimination took the place of slavery.

h. Martin Luther King helped start the Civil Rights Movement.

The Situation Now

There are different opinions about how much things have improved. Some people say that things have improved. More blacks are getting a college education and are getting good jobs. Several cities now have black mayors. Many employers have "affirmative action programs." This means that they try to find minority people (for example, blacks, Hispanics, Asians and women) to hire for jobs.

In 1988 a black organization said blacks still have many of the same big problems — poverty, unemployment, health and many others. They said there is also still discrimination.

The situation for Puerto Ricans is not good either. For example, the situation in Philadelphia, Pa. is as follows:

- Puerto Ricans are approximately 4% of the population.
- Puerto Ricans have an unemployment rate of 50%.
- Puerto Ricans have a school drop out rate of 80%.
- Most Puerto Ricans live in one neighborhood.[7]

Jessie Jackson, a black man, is running for President of the United States of America. He is doing very well. People are very surprised and excited. Many people think that this shows how much America has changed for the good toward blacks.

Others say that, yes, that is true, but he will never get elected because he is black. They think there is still a lot of prejudice among whites. And you must have many white people vote for you to be elected president of the U.S. Then people remind us that in the early 1960's, everyone said a Catholic could never get elected. But John F. Kennedy (a Catholic) was elected and was a very popular president.

Everyone agrees that Jessie Jackson's success this year is a sign of good change. But if you look in the newspapers in any week, you will see that there are still many racial problems. That's the situation now.

Grammar Exercise - Echo Auxiliaries

In the opening dialogue, the characters talked about something that happened to all of them.

J.J.:	Lonnie's brother was killed in the Vietnam war....
Tam:	My brother was killed, too.
José:	So was mine
Sandy:	My cousin was, too.

We use these "echo auxiliaries" when we want to say the same thing the other person said, but in a short way.

We have two ways. They are both good.

Example

I did too.	So did I.
I didn't either.	Neither did I.

Your teacher will give you some practice.

Teacher's Guide
Chapter 3
"What's He So Angry About?"

Slavery

Vocabulary Exercise A

c 1.
f 2.
b 3.
g 4.
d 5.
h 6.
a 7.
e 8.

Segregation and Discrimination

Listening Exercise - True or False (For the Teacher Only)

Tell the students to write T or F for the following items which you will read to them. They will not read them; they must depend on their listening abilities. The answers are to the left.

T 1. Picture 1 is an example of segregation.
F 2. Picture 2 is an example of genocide.
T 3. Picture 1 is an example of racism.
T 4. Picture 2 is an example of oppression.
T 5. Picture 1 is an example of discrimination.

Civil Rights Movement

Vocabulary Exercise C

f 1.
e 2.
a 3.
b 4.
c 5.
h 6.
g 7.
d 8.

TEACHER'S GUIDE — CHAPTER 3

Freedom Riders

Reading Exercise

possible "violence" words

1. hit
2. thrown
3. grabbed
4. hauled
5. attackers
6. pounded
7. slugged
8. knocked out
9. attacked
10. fell
11. assault
12. beat
13. punched
14. kill

possible "weapons" words

1. bomb
2. heavy metal bars
3. lead pipes
4. fists
5. baseball bats
6. pieces of wood

possible "medical" words

1. bleeding
2. alive
3. unconscious
4. ambulances
5. hospitals
6. wounded
7. bandages
8. stitches
9. hurt
10. sick
11. injured
12. knocked out

Listening Exercise - Find the "missing person." (For the teacher only)

Read the story of the "Freedom Riders" in the text, but eliminate the paragraph about one person. You can vary it each time you do the exercise.

After you have read it as many times as needed, have the students write the name or orally tell you about the "missing person."

Remember, the students should only be looking at the picture. They should not be reading the story. They must depend on their listening abilities.

TEACHER'S GUIDE — CHAPTER 3

Talk About It

Active Voice - Present Continuous

Possible answers:

1. Someone is hitting a black leader in the mouth.
2. Someone is throwing a bomb into a bus.
3. Some men are punching an older man.

etc.

Active Voice - Past Tense

Possible answers:

These can be the same except that the students will use the past tense, for example: Someone hit a black leader in the mouth. Someone threw a bomb into a bus.

Passive Voice - Present Continuous Tense

Possible answers

1. A black leader is being hit.
2. A bomb is being thrown into the bus.
3. An older man is being punched.

etc.

Passive Voice - Past Continuous Tense

Possible answers:

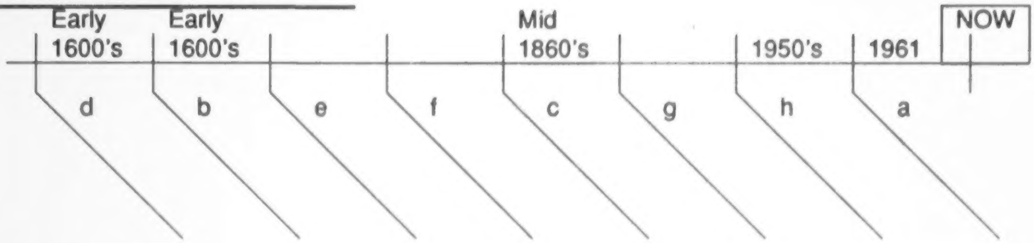
These can be the same except that the students will substitute "was and were" for "is and are."

Passive Voice - Past Tense

These will be the same as in the original, for example: A black leader was hit in the mouth.

TEACHER'S GUIDE — CHAPTER 3

Reading Exercise - Time Line



Echo Auxiliaries

I will suggest a technique that I have used for giving oral practice.

Choose any tense or modal that you want. For example, we'll use the past tense. Now pick an example where you anticipate you can get both affirmative and negative answers. For example, you talk about how people have traveled to school tonight. Also choose which of the echoes you'll work on in this lesson. I think one pair at a time is better, but you know your class. For example, today you can teach "So do I" and "Neither do I." Another time you can teach "I do too" and "I don't either."

Then put this grid on the board:

	by car	by bus	by bike	by taxi	walk
Juan	✗				✓
Cong	✗				✓
Hue	✓				
Elsa	✓				

Teacher: Juan, how did you come to school tonight?

Juan: I walked. (Teacher, you put a check in the box for "Juan and walk.")

Teacher: Cong, how did you come?

Cong: I walked. (You check his box.)

Teacher: Juan, did you come to school tonight by car?

Juan: No. (You put an X in the box for "Juan" and "by car.")

Teacher: Cong, did you come by car?

Cong: No. (Put an X.)

Teacher: Hue, did you come by car?

Hue: Yes. (Put a check in the "Hue" and "by car" box.)

Continue until all the boxes are filled with a check or an X. (You can speed it up if you want to with a "How did you come to school?" to each person and then just fill in the other boxes."

Now, with a pointer (or your finger) point to the "Juan - by car" box and say to Juan, "Tell me about you here." (indicating the box.) You will elicit from him, "I didn't come by car."

Then say, "Cong, tell me about you." (indicating the "Cong - by car" box) You will help elicit, "Neither did I." Then you'll elicit from Hue, "I came by car." And then you'll get from Elsa, "So did I."

Remember to talk as little as possible yourself. Use the pointer a lot. After the first few examples, with as much or as little help as is needed, they should get the idea.

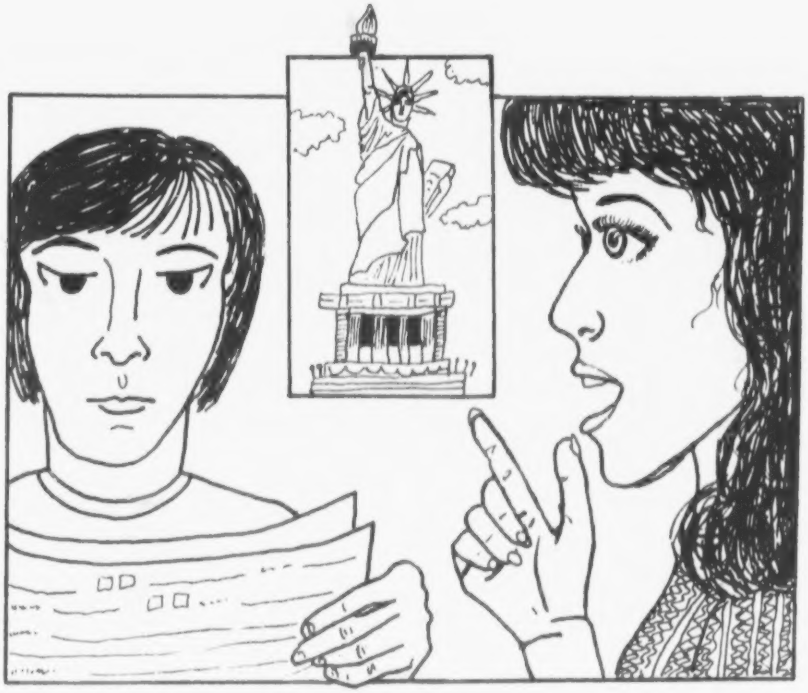
So now, I hope, all you have to do is point to the "Juan - by car" box, get his, "I didn't come by bus." Then point to the "Cong - by bus" box and get his "Neither did I." And continue down the line.

When you're ready, tell Juan, "Now, tell me about Cong, Hue, and Elsa." (indicating the "by bus " line with your pointer.) So now he's telling about "they." Then you can do "he" and "she."

Later you can say, "Tell me about you and Cong" and get "We..." and so forth. Pretty soon, merely by pointing, you can get a whole string of utterances out of someone. You can also show what happens when you point to the "Juan-walk" box and the "Hue-walk" box. Just give him "but" if he needs it. Juan: "I walked to school, but Hue didn't."

If you would prefer, you can use your own method and/or materials.

Chapter 4
"We're All In The Same Boat Now!"



Tam: Marisol, would you help me?

Marisol: Sure. What're you doing?

Tam: I have to fill out this form for personnel. I don't understand "national origin."

Marisol: It means your native country. What country do you come from?

Tam: Oh, I see. Vietnam. Where do you come from?

Marisol: I was born here, but my parents were born in Puerto Rico. José was born in Puerto Rico.

Tam: How about the others?

Marisol: Well, Stan's parents come from Poland. Octavio comes from Portugal. Kim is from Korea. Maureen's parents are Irish, so she's the first generation. Julio is from Ecuador. Joe's grandparents came over from

Italy. Maria is from Angola. Gus's grandparents came from Germany. Santosh is from India. Sandy's grandparents came from Scotland.

Lonnie: Yeah, and my ancestors came over on the *Mayflower*!

Marisol: Oh, Lonnie be quiet! He's being sarcastic, Tam. The *Mayflower* is the name of the ship that brought the first English settlers to America. Lonnie and J.J.'s ancestors were brought here from Africa to be slaves. Have you ever heard this saying? "We may have come over on different ships, but we're all in the same boat now!"

Tam: I flew here from the refugee camp in the Philippines. But I escaped from Vietnam by boat.

Marisol: The people who have arrived here recently usually flew , except for Juan and Arsène. They came by boat to Florida. Juan comes from Cuba and Arsène is from Haiti.

Marisol: The people who came here up to the early 1900's came by ship. The Asians landed in California and the others landed usually in New York City. They felt very excited when they saw the Statue of Liberty. They had to get off the ship at Ellis Island in the New York harbor. That's where the immigration workers did the paperwork. They sent some people back to their countries, but they let millions in. The immigrants often had names that were difficult to pronounce. So the immigration workers sometimes shortened or simplified them. The immigrant often got a new name whether he or she liked it or not.

Do You Understand?

True - False

1. All the people in Tam's company were born in the U.S.
2. Lonnie is ready to be friendly now.
3. Marisol is friendly.
4. Marisol thinks that when people get here, they all have the same problems.
5. Ellis Island is near California.

What Do You Think?

1. Would you mind if someone changed your name?
2. Do Americans use your correct name or have they given you a new name?

   a. If so what is it?
   b. Do you mind the new name?
   c. Do you have trouble pronouncing other people's names?

3. What does Marisol's "saying" mean?
4. America has people from all over the world. Does your country have immigrants?
   a. Where do they come from? Why do they come?
   b. Do they become part of your society?
   c. If so, how quickly?

Pot or Bowl

Not long ago, Americans called the U.S. a "melting pot." This means that people from different countries and cultures came here (the pot) and over time they lost their differences and became a new thing -- American people.

More recently, some people have said that we are more like a "salad bowl." A tossed salad has many different things inside, for example, lettuce, tomatoes, carrots, cucumbers, etc. They sit together all mixed up in the same bowl, but they are still separate. For example, you can still see the pieces of red tomato.

You will notice in the U.S. that many people still feel part of a certain ethnic group. They even call themselves "Polish-American," Afro-American," "Italian-American ," etc. They are still proud of their history and culture, foods and traditions. But at the same time, they consider themselves American and feel loyal to America.

The U.S. government has often done things to members of certain racial or ethnic groups which people now think were terrible. The slavery of black people was one of the cruelest. The African people were brought here in chains and forced into slavery. Whites did not even believe they were human beings.

During World War II when the U.S. went to war with Germany and Japan, the U.S. government did not trust the Japanese-Americans living in the western U.S. The government was afraid the Japanese would feel loyal to Japan and try to hurt the U.S. from the inside.

The government forced the Japanese-Americans to move to special camps where they had to stay for several years. These people lost their businesses, houses, money and dignity.

The government however, asked blacks and Japanese-Americans to fight in World War II, but in segregated units. Both of these groups received awards for bravery, excellence and loyalty to the United States.[1]

Since you have come here, you must think that some things are better or easier here (employment, education, freedom, etc.). Many Americans think there are many wonderful things about America, but they also see many problems. Perhaps you can make it better.

Do You Understand?

1. What do many ethnic groups call themselves?
2. Do they still like the U.S.?
3. Where were Japanese-Americans taken?
4. Did blacks fight together with whites in World War II?

What Do You Think?

1. Would you like to call yourself an "American," "hyphenated American" (for example, Polish-American) or by your country's name (for example, Chinese, Columbian)?
   a. How do you feel about each choice?
2. What do different groups call themselves in your country?
3. How do you think you could make America better?

The History of Immigration

The American Indians came to this land from Asia about 20,000 years ago. They were the first immigrants. Different tribes lived all over this land. In 1492 Christopher Columbus discovered the "New World," which is now North America, Mexico, Central America and South America. Many people from Spain began to settle in Mexico, Central and South America and in the South and West of this country. They spoke Spanish.

In 1620 people arrived from England. They landed in what is now Massachusetts. They came for religious freedom. For the next 200 years many more people came from England. Some came from Germany and Holland. They settled along the East Coast. In the 1770's they fought a war with England to become an independent country. In 1776 they became the United States of America.

In 1790 about 80% of the Americans were from England. They were Protestants (a Christian religion). Twelve percent (12%) came from Germany or Holland.[2] In the late 1700's and early 1800's Americans welcomed new immigrants, although there were not a lot.

In the 1840's and 1850's many millions of immigrants entered the U.S. They came from England, Scotland, Ireland, Wales, Germany and Scandinavia.* Most came for economic reasons. The population in their homelands was growing. There was not enough land for all of the people. Also coal miners and textile workers came. They knew that there was a lot of open farm land and growing industries in the U.S.

The Immigrants who came in the early and mid-1800's were welcome. The people already here felt that there was not yet a standard American. If people were different, it was okay. It didn't matter what class you were born into. Different people would blend together to make something new— "an American."[3]

---

* There is a map in this section to help you.

However, when the children of the new immigrants grew up, they thought they were equal to the "old immigrants" (the people who had lived here for a long time). They competed for jobs. Then the new immigrants felt discrimination from the old. They saw signs like "No Irish Need Apply."[4]

In the 1880's millions came from Southern Italy, Poland, Hungary, what we now call Czechoslovakia, the Ukraine, the Balkans, Greece, what we now call Yugoslavia, Albania, Syria and Armenia. Some were Jews; others were Catholic and other religions.

They came for economic reasons. They crowded into the big cities. They were poor. They had to live in crowded apartment buildings.

By this time, the end of the 1800's, prejudice had been growing. The southerners had already decided that blacks were not human beings. By this time, experts decided that these new immigrants were also inferior races. They were poor because they were inferior races. It was not because bosses paid them low salaries.[5]

Also the experts said that the immigrants always wanted to stay together. When the immigrants tried to move into better neighborhoods or get better jobs, however, they were met with discrimination.[6]

Between 1850 and 1882, 330,000 Asians entered California.[7] In the 1870's in California there were economic problems so they blamed the Asians. The experts said Asians were an inferior race too.

In the early 1900's during World War I, Americans became more afraid of foreigners. They were against radicals, Catholics, anarchists, socialists. Social reformers were worried that more immigrants would make the living problems worse. Trade unionists worried about the competition for jobs and lowering of salaries if many new immigrants entered.

By this time, there was an idea of a standard American and the new immigrants did not fit. The "old Americans" were seeing many changes in their world. Industries and cities were growing. Families were not as strong as before. These changes made many people feel uncomfortable.

These people needed to feel part of an important group. They thought they were the "true Americans." Five million people joined the Ku Klux Klan in 1920. They hated blacks, Jews, Catholics, and immigrants.

Some of the children of the newer immigrants tried to discover 18th century ancestors who had been English. They wanted to be accepted by the in-group, but they had to reject their own parents to do that. Their parents now understood that they were too American to return to the Old Country, but not American enough to be accepted fully.[8]

Do You Understand?

1. Where did the first Americans come from?

2. In the 1840's and 50's why did the immigrants come?
3. Compare the welcome of the immigrants who came in the early 1800's and those who came in the late 1800's.

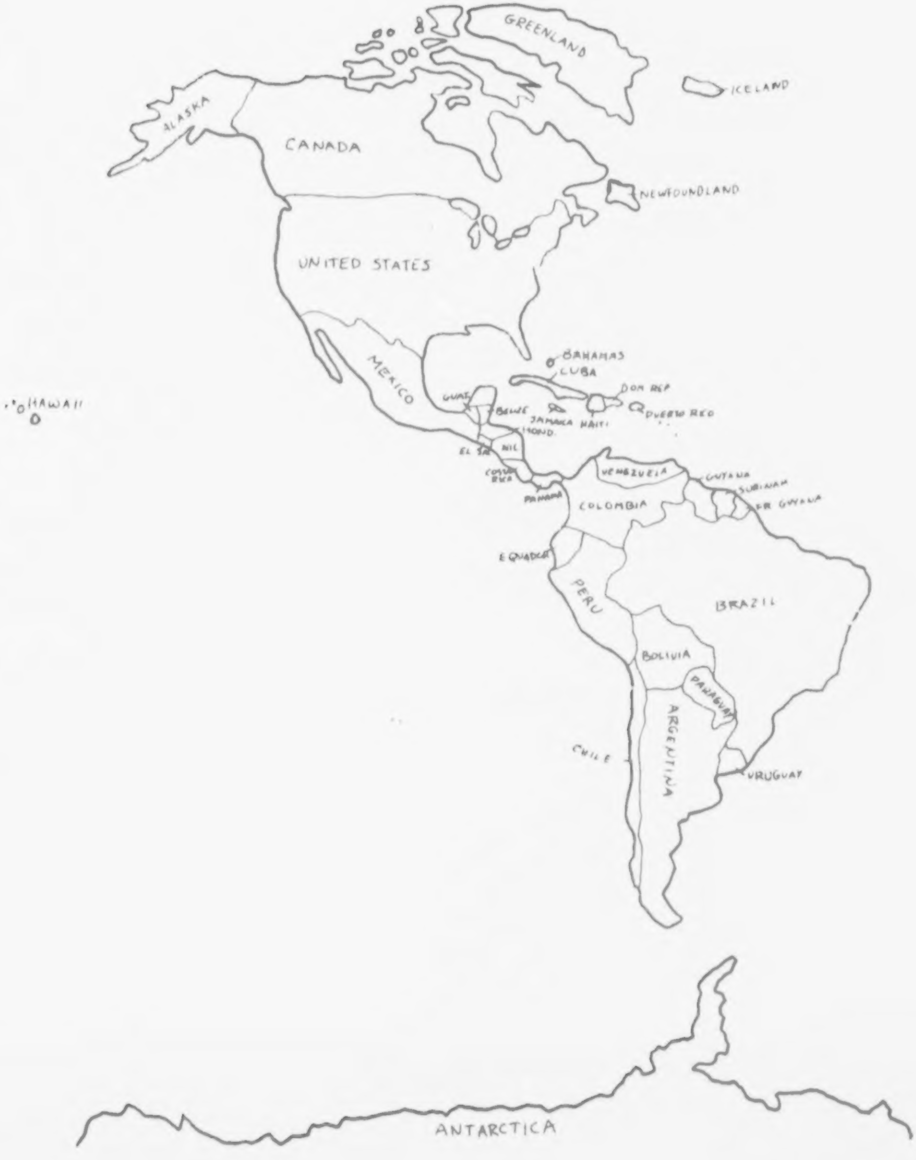
Map Work
What Continent Do You Come From?

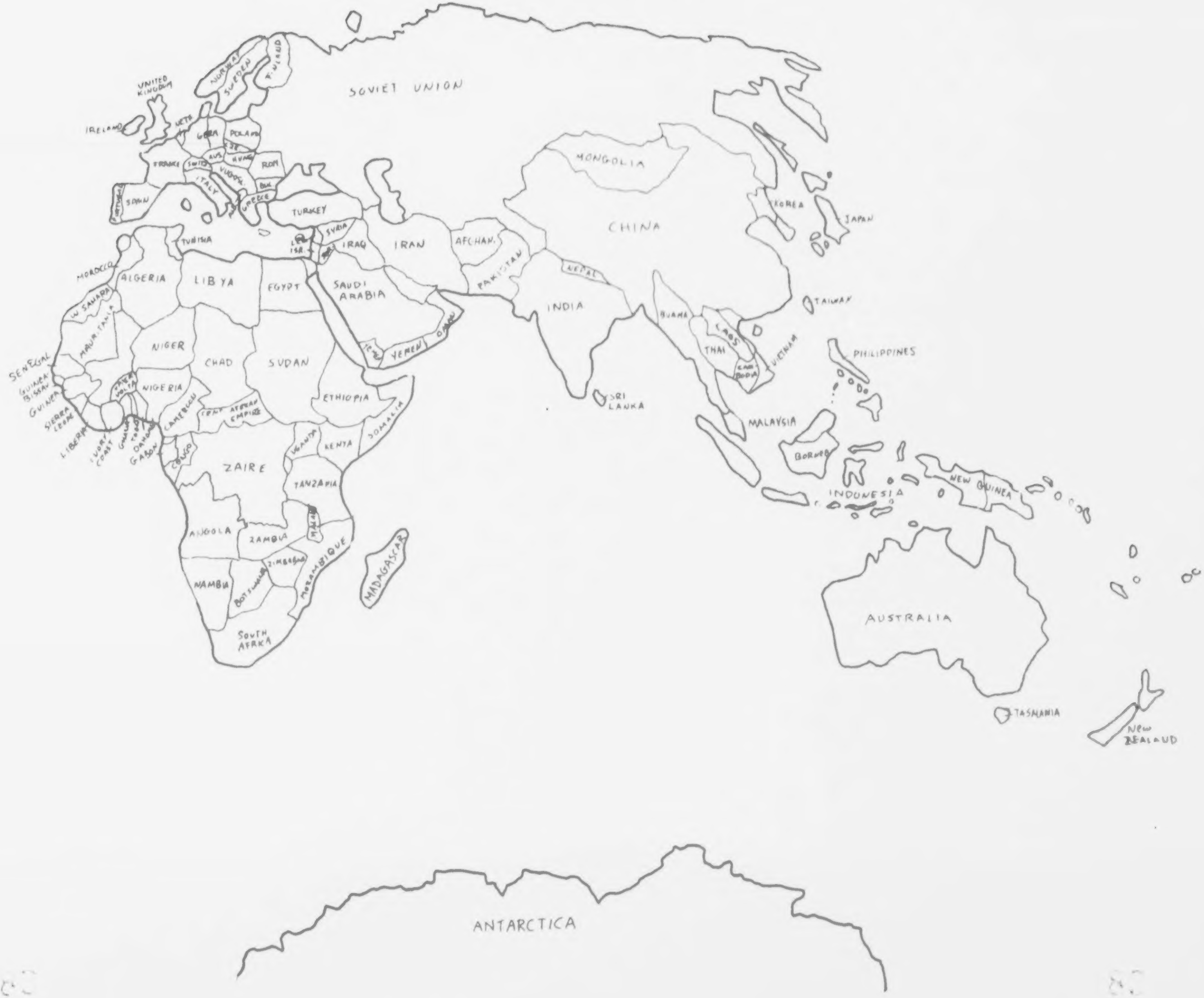
Study the map on pages 80 – 81. It shows the 7 continents. These are the large areas of land around the world. It also shows the countries mentioned in this section.

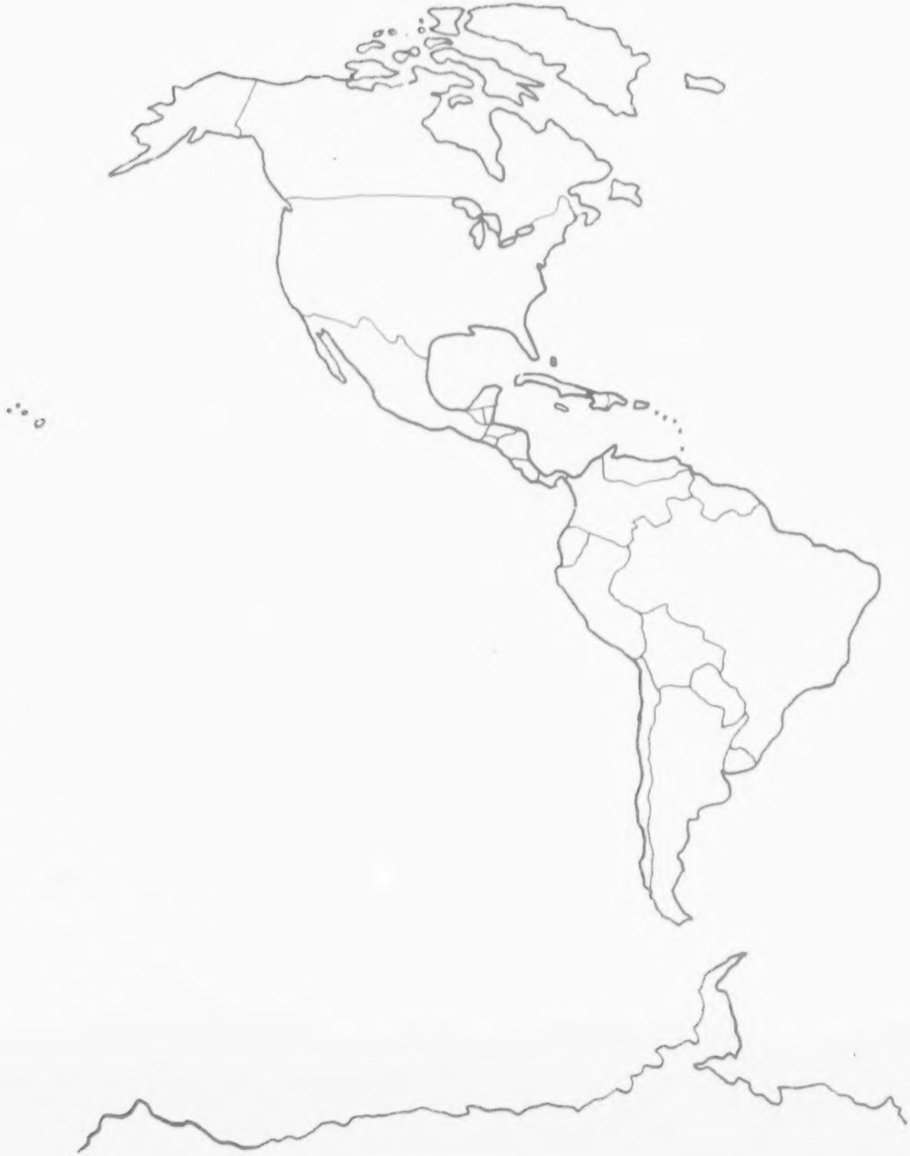
Put a star (*) near the country you came from. Then put a star in the countries your classmates came from. Write in the name of their country if it's not already on the map. If you're not sure, ask your classmates for help.

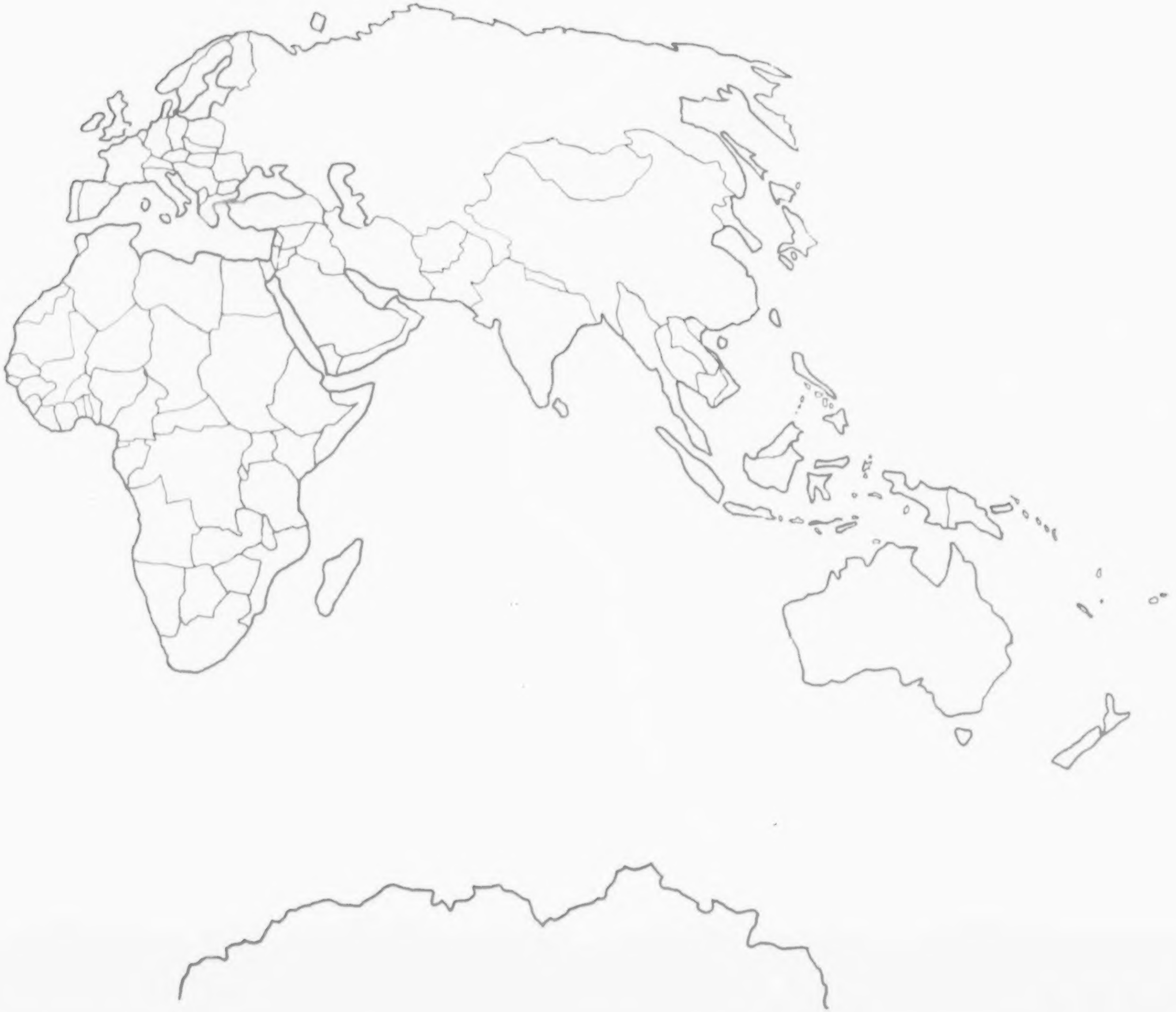
A Bit More Map Work - Listening

Look at the map on pages 82–83. Your teacher will say the names of some countries. Write the name near where the country is.


GREENLAND
ICELAND
ALASKA
CANADA
NEWFOUNDLAND
UNITED STATES
MEXICO
BAHAMAS
CUBA
HAWAII
GUAT
BELIZE
JAMAICA
HAITI
DOM REP
PUERTO RICO
HOND
EL SA
NIC
COSTA RICA
PANAMA
VENEZUELA
GUYANA
SURINAM
FR GUYANA
COLOMBIA
EQUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
ARGENTINA
CHILE
URUGUAY
ANTARCTICA

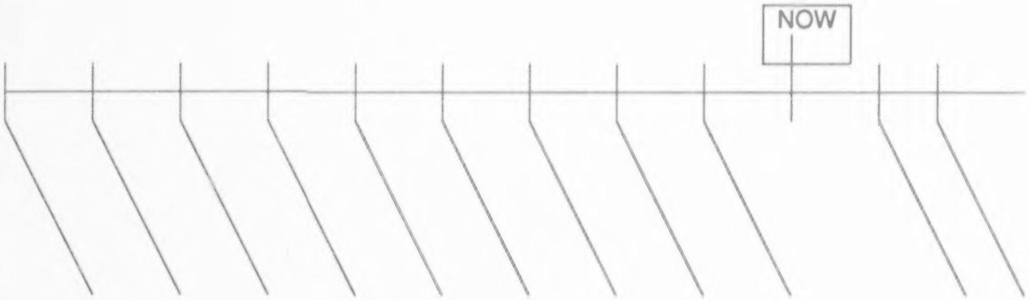

SOVIET UNION
UNITED KINGDOM
IRELAND
NORWAY
SWEDEN
FINLAND
NETH
GERM
POLAND
FRANCE
SWITZ
AUS
HUNG
ROM
YUGOSL
ITALY
BUL
GREECE
PORTUGAL
SPAIN
TURKEY
SYRIA
LEB
ISR
IRAQ
IRAN
AFGHAN.
PAKISTAN
MONGOLIA
CHINA
KOREA
JAPAN
NEPAL
INDIA
SRI LANKA
BURMA
LAOS
THAI
CAMBODIA
VIETNAM
TAIWAN
PHILIPPINES
MALAYSIA
BORNEO
INDONESIA
NEW GUINEA
AUSTRALIA
TASMANIA
NEW ZEALAND
TUNISIA
MOROCCO
ALGERIA
LIBYA
EGYPT
SAUDI ARABIA
YEMEN
OMAN
W SAHARA
MAURITANIA
NIGER
CHAD
SUDAN
ETHIOPIA
SOMALIA
SENEGAL
GUINEA BISSAU
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
UPPER VOLTA
GHANA
TOGO
DAHOMEY
NIGERIA
CAMEROON
GABON
CONGO
CENT. AFRICAN EMPIRE
UGANDA
KENYA
ZAIRE
TANZANIA
MALAWI
ANGOLA
ZAMBIA
ZIMBABWE
MOZAMBIQUE
MADAGASCAR
NAMBIA
BOTSWANA
SOUTH AFRICA
ANTARCTICA





Time Line

Write the event or its letter on the correct line in time. Then write in the years above.



a. Thousands of Chinese entered.

b. Millions came from Southern Italy, Eastern Europe, the Middle East and the Ukraine.

c. The American Indians came.

d. People came from Spain.

e. English, Scottish, German and Scandinavians entered.

f. People from England, Holland, and Germany entered.

g. The first English settlers came to what is now Massachusetts.

h. Christopher Columbus discovered the New World.

i. People have come from Mexico, Central America, Korea and other countries.

Think about the problems in the world. Do you have any ideas about which groups of people may come to America next? Why? Write them on the lines of the future.

Restrictions on Immigration

From 1900 to 1920 Congress began arguing about restricting immigration. Racist theories were strong then, but immigration continued.

Most new immigrants stayed in the northern states. The southern states wanted them to come South to replace black labor and help industries grow. They advertised in Europe, but the U.S. government stopped them. After that they became racist against immigrants.[9] In 1920 the KKK had 5 million members.

A big union, the American Federation of labor (A F of L), cared about the skilled members already in the union. They saw the new unskilled immigrants as a threat. So other groups tried to organize these new workers, but the new immigrants did not accept the idea of unions.

In 1907 the U.S. stopped the immigration of Japanese.[10] In 1914, as World War I began, Americans became more prejudiced toward foreigners.

In 1917 the restrictionists finally got a law passed. It was a literacy test. New immigrants had to prove they could read. The restrictionists wanted to help immigrants from Northern and Western Europe get in; they wanted to keep Southern Italians and Eastern Europeans out. They knew that the former were better educated than the latter. But the latter group surprised everybody and learned to read.

In 1921 and 1924 the restrictionists tried again. The new law said that immigrants from each country could enter by a quota system based on the percentage of that group already here. Since Northern and Western Europeans (white Anglo-Saxon Protestants = WASP's) were in the majority here already, the restrictionists thought they could keep America "pure" in this way.

This law based on "national origin" was passed because the government said the Southern and Eastern Europeans were born inferior.[11] However, life was improving in Europe so fewer people wanted to leave. And the Italians found the process too difficult so immigration decreased.

By the 1930's racist feelings were changing. First, anthropologists were now saying that environment affects people more than heredity and race or national origin. Second, many people from the so-called "inferior" countries had become important and successful people. Third, the lack of immigration for several years made many people stop fearing immigration. Fourth, the people in government then were more sympathetic to foreigners.

Despite this change of attitude in favor of immigrants, the laws were the same. Many people trying to escape from Nazi Germany were not allowed to enter the U.S.; therefore, they were killed in concentration camps.

In 1952 the McCarran-Walter Act continued the 1924 law, but after that many exceptions were made. As a result, thousands of Italians, Chinese, and Japanese were let in.[12]

In 1965 the Immigration and Nationality Act was passed. This set up 7 categories for immigration — different kinds of family reunification, people with "exceptional abilities" like artists and scientists, skilled and unskilled workers (if there are no American workers to do the work) and refugees. In 1980 a separate law, the Refugee Act of 1980, was passed just to take care of refugees.

Each year we will accept 270,000 new immigrants. Twenty thousand (20,000) can come from each country.[13]

Do You Understand?

1. Which groups have always been welcome in the U.S.? Why?
2. Which groups have not been welcome in the past? Why not?
3. What were some of the ways the government kept out the immigrants they didn't want?
4. What was a "pure" American?
5. What were some of the reasons for the change in feelings in the 1930's?

What Do You Think?

1. What does your country do about immigration?
    a. How does it decide who can enter and who cannot?
    b. Has your country ever had restrictions on immigration? Why?

Grammar - Past Tense

Write the past tense in this section in the appropriate category - regular or irregular. Also write the base form.

Regular Verbs		Irregular Verbs	
base form	**simple past form**	**base form**	**simple past form**
Ex.		go	went
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
		10.	

Listening - Regular Past Tense Endings

Your teacher will pronounce the regular past tense verbs. "Ed" endings have 3 possible sounds. Put a check mark in the correct column.

	/əd/	/t/	/d/
	needed	missed	burned
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

The Immigrants Themselves

The life of immigrants in America was usually very difficult. They* had the pain of separation from family, friends and village. When they were here, they wrote letters back to the Old

---

* The pronouns in this section are underlined for use in a later exercise.

Country. They still felt connected there. They cried over parents and brothers and sisters. Perhaps they would never see them again. Their hearts were full of emotion.

But when they received letters back, they were often disappointed. Family members still argued over the same things. They asked for money and didn't understand why the new immigrants sometimes could not send it. They thought American "streets were paved with gold."[14]

The new immigrants slowly started to assimilate (adapt to customs of a new place) into American life. When a relative arrived from the Old Country, he seemed backward — not like an "American."[15]

Even more recent immigrants like the Puerto Ricans have had the same feelings. Puerto Ricans are different from other immigrants and refugees in an important way. They are American citizens; their island is not far away. Many of them often travel back and forth for visits or to settle .

When they return to Puerto Rico, their families and friends often think they have changed a lot and don't treat them with the same close feeling as before.[16] At the same time these Puerto Ricans who are assimilating, feel pulled in two directions by the old and the new cultures.[17]

Piri Thomas is a well known Puerto Rican writer. He wrote about his mother who told him that when the Puerto Ricans in the U.S. begin to get some money and move up, they forget about their poor friends. They have "... snow in their hearts."[18]

Another Puerto Rican writer, Jesús Colón, wrote a story in which he tells his grandmother not to come to the U.S. He tells her that life in the U.S. is hard. He says that the beautiful pictures she sees of wealth and happiness in America do not tell the whole story.

He also reminds her that most people would love to retire to a beautiful tropical island with blue seas and golden beaches. People think his grandmother was a symbol for all Puerto Rican people.[19]

Immigrants and refugees are usually sad about leaving family, friends and traditions. They knew where they fit in their native society. One author has said that one of the good things about coming to America is that one can become free of traditions and ideas of rank. One can be an "individual."

Now many Americans are proud of the fact that their parents or grandparents were immigrants. They came here as poor peasants. Both their children and grandchildren have had the freedom to become different things — professionals, skilled workers, artists, shopkeepers, etc. "Danger and insecurity are other words for freedom and opportunity."[20]

From those early days of immigration up until recently, it was true that the children could do better than the parents. Now it is becoming more difficult. The prices of houses are so high that many young Americans cannot afford to buy them.

In the past, only 5 percent (5%) of people had a college degree. Now twenty-five percent (25%) do, so competition for jobs is higher. At the same time, there are now fewer jobs for middle class people.

Do You Understand?

1. What does the "Old Country" mean?
2. Did the people in the Old Country think all Americans had a lot of money?
3. What are some of the good things about America? Add your ideas.
4. What were the feelings of the immigrants who received letters from the Old Country?

What Do You Think?

1. How often do you write letters to your native country?
2. How long does it take for a letter to get there?
3. How often do they write back to you?
4. How long does it take a letter to get here?
5. Have you had similar or different experiences to those described here?

   For example:

   a. Do you feel happy or sad when you read letters from home?
   b. Do you send money home?
   c. Do they think all Americans are rich?
   d. Do you ever feel that you cannot help your family enough?
   e. Do the problems at home seem less important to you than they did before?
   f. Will your family join you here in the future?
   g. Will you go back? When? Why?
   h. Is life here what you expected it to be?
   i. Do the people in your country have a real understanding of what life is like here?
6. In your native country, is rank important?
7. Can you change your rank there? If not, why not?
8. What do you think about your rank in the U.S.A.? Do you think you can change it if you want to?
9. Was your trip here dangerous? Did you feel insecure?
10. Do you agree or disagree with the statement, "Danger and insecurity are other words for freedom and opportunity."?
11. Are you doing better here than you could in your country? Why or why not?

12. Do you think the next generation will do better here than you and your generation or not?

Reading Exercise - Referents

Reread the first part of the section, "The Immigrants Themselves." There are many pronouns on this page. They "refer" to another word.

For example:

My father is tall. He's 6'5".

"He" refers to "my father."

The first 21 pronouns have been underlined. Write them and the words to which they refer. This will show how well you comprehend what you read.

	Pronoun	Referent
Ex.		
	He	my father

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.

Vocabulary Exercise

Fill in the blanks with the correct word.

assimilate
emotions
separation
insecurity
backward
fit
village
traditions

1. When you left your country, you felt many __________ .
2. After some time, immigrants usually __________ into the new society. They adopt American ways.
3. Most immigrants and refugees have some feelings of __________ when they first arrive. Everything is new and strange. They don't feel comfortable.
4. Most people like to keep their old __________. They have been doing many things the same way for a long time. They learned these ways from their parents.

Migrations

While we have had many waves of immigration into the United States, we have also had many migrations within the U.S.— one group of Americans moving to another part of the U.S. The usual reason for these migrations has been economic— looking for jobs. This is the same reason that many people have immigrated.

In the mid-1700's most of the people lived in the eastern part of the U.S. In the early 1800's many pioneers started moving West. They traveled thousands of miles, built towns and developed the rest of the country. In 1849 gold was discovered in California. Thousands of people moved West to look for gold. This was called the "Gold Rush."

In the 1930's the farm lands of Oklahoma turned dry. It was called the "Dust Bowl." Thousands of farm families had to leave to look for jobs. They migrated to California where they did farm work.

In the 1970's and 1980's the steel and automobile industries of the North (Pennsylvania and Michigan, for example) laid off workers and finally closed. Many thousands of these people have migrated to the "Sun Belt" — the South and Southwest looking for jobs.

There were several migrations of people from the South to the North and West always looking for jobs. In the 1920's some blacks went North. In 1930 some whites went North. In 1940, eighty percent (80%) of blacks lived in the South, but during the 1940's many blacks moved North to get industrial jobs which had opened because of World War II.

They came North and West because they heard about these jobs. They could not stay in the South anyway because their farm jobs were gone.[21] The U.S. government paid the big farmers not to grow so much food. Therefore, they needed fewer workers. When there was less food in the stores, the prices went up. The government wanted that. The farmers took the government's money and bought more farm machines. The machines did the work of people so many workers lost their jobs.

So the blacks had to move North in the 1940's and 1950's for work. Some of them got jobs and made a new life. But at the same time, the number of well paid unionized factory jobs was declining and the number of lower paid unionized service jobs (bus boys, janitors, etc.) was increasing.

Many of the blacks from the South had been poor, had lived with racism and segregation, had the lowest education and jobs. They were rural people. They arrived in the large cities of the North and West. Many could only get the low jobs. They were overwhelmed by city life. The society didn't need them anymore. They soon lost hope. "They were...more like refugees than immigrants."[22]

Do You Understand?

1. Why did people rush to California in 1849?
2. Where is the Sun Belt?
3. Can you guess why it's called the Sun Belt?
4. Give two reasons why the blacks had to leave the South?
5. Some of the blacks who came North did well. What happened to the others?

What Do You Think?

1. What does the last sentence mean?
    a. What is the difference between a refugee and an immigrant?
    b. Why does the author use this comparison?
2. In your country have there been big movements of people inside the country? Tell about it.
3. Have you moved inside the U.S. yet?
    a. Was your reason economic or personal?
    b. Tell about it if you want to.
4. Do you think you'll move in the future? Tell about the reasons — economic or personal.

Reading Exercise - Time

Some things in this section happened before 1930; some things have happened after 1970. Write "before, after, or since" before the sentence.

1930
1970
Now

_____ 1. Steel industries have closed.

_____ 2. Large numbers of blacks moved North.

_____ 3. The "Gold Rush" occurred in California.

_____ 4. American pioneers developed the West.

_____ 5. People have been moving to the "Sun Belt."

_____ 6. Oklahoma became the "Dust Bowl."

_____ 7. The number of good factory jobs was decreasing while the number of low paying service jobs has been increasing.

Recent Immigration

From the 1960's to the 1980's, immigration has changed somewhat. People are coming in large numbers from countries often different from the past. For example, people have been coming from South America, Central America, Haiti, India, the Philippines, Korea, and the Caribbean Islands. Many thousands come from Mexico.[23] Many more thousands come from Mexico and Central America without documents. Refugees have come from Southeast Asia, Africa, the Soviet Union and other countries.

Some of the people are educated, professional or skilled workers; others are not so well educated and are unskilled.

American society also has changed. In the 1960's and 70's the black Civil Rights Movement, the women's movement, growing ethnic pride and arguments about the Vietnam War made many Americans less confident about America as always being "right." America has become more tolerant.[24]

On the other hand, some newcomers and some Americans themselves, think America has gone too far. We tolerate such things as crime, drugs, homelessness, poor education, and poverty.

Some Americans are feeling threatened by the numbers of immigrants. One example of this feeling is the "English First Movement." A few groups are trying to make English the official language of America.

They are mostly upset about the bilingual education programs in big city schools. Some of these programs teach English as a Second Language part of the time; then the children learn other subjects like history and math in their native language.

The English First movement is also against the use of other languages in any government programs. That could effect the use of interpreters in social service programs.

One group of recent immigrants needs special mention because they are a large minority group in many cities. Many thousands of people come from Puerto Rico and settle in New York City, Philadelphia, and other cities in the Northeast and Mid-West.

The island of Puerto Rico is in the Caribbean Sea. The people all speak Spanish. In 1898, Spain gave Puerto Rico to the United States during the Spanish-American War. Puerto Ricans are American citizens. For the last eighty years, they have been migrating in ever increasing numbers to America, usually looking for jobs.

Their homeland has many economic problems. When Puerto Ricans come to the U.S., they meet with prejudice and discrimination because they are nonwhite. Despite that fact, some become successful, but the group still has a very high unemployment rate and school dropout rate.

Do You Understand?

True - False

1. America has always had immigrants from Korea since the beginning.
2. America is always right.
3. Americans tolerate some things that other countries might not tolerate.
4. Bilingual education is an example of how the U.S. accepts immigrants nowadays.
5. Puerto Ricans are citizens of the United States.

What Do You Think?

1. Did you find your country in the list? If not, perhaps the number coming from your country is not so large.
2. Do you think America is too tolerant? Can you give some examples?
3. Do you know children in bilingual education programs?
    a. Do you think it helps them or not?
4. How many languages do people speak in your country?
    a. Do you have an "official" language?
    b. Do you think America should have only English or many languages?
5. How do people in your country accept immigrants?

a. How do you think Americans feel about immigrants?

b. How have people treated you, so far? (So far, so good?)

Grammar - Present Perfect Tense

How many examples of the Present Perfect Tense can you find in this section?

List them :

Talk or Write About It

Think about your country over the last 10-20 years. Can you think of some things that have happened or that have changed gradually over time? Tell about it in the Present Perfect Tense. For example: Women have become more independent.

Your second choice is to think about how you or a family member has changed since you arrived in the U.S. For example: I have tried to get a job.

Grammar - Connectors

Look at the following examples and try to understand the meaning of the connectors between the lines. The connectors shown together have about the same meaning.

A. So - Therefore - Consequently

1. It's a hot, sunny day | so | we can go to the beach.
therefore
consequently

2. The company where I really want to work, just called me about my job application. They've offered me the job with a yearly salary
of $30,000, | so | I'm going to accept it.
therefore
consequently

3. I have a terrible pain in my right side and a high fever
| so | I'll go to the doctor right away.
therefore
consequently

B. But - However

1. I'd like to go to a movie, | but
however | it's too late and I have to get up early tomorrow morning.

2. She loves to eat, | but
however | she doesn't like to cook.

3. He wants to go to college, | but
however | he must get a job and send money back to his family in his country.

C. Although - Even though - Despite

1. (We're going to go to the beach. It's raining.)

We're going to go to the beach,	although even though despite the fact that	it's raining.

2. (She's going to marry him. Her family hates him and will never speak to her again.)

She's going to marry him	although even though despite the fact that	her family hates him and will never speak to her again.

3. They bought the expensive car,	although even though despite the fact that	they don't have enough money to pay the monthly payment.

Use the correct connector in the sentences below.

so **however** **although**

1. He left his country __________ he knew his mother was dying.
2. She's been in the U.S. for 5 years __________ she's planning on applying for citizenship.
3. I like visiting New York __________ I wouldn't want to live there.

therefore **but** **even though**

4. He gave the homeless man a dollar __________ it was the last one he had.
5. He snores a lot __________ his wife can't sleep.
6. I would like to help you with your English __________ my English is not so good either.

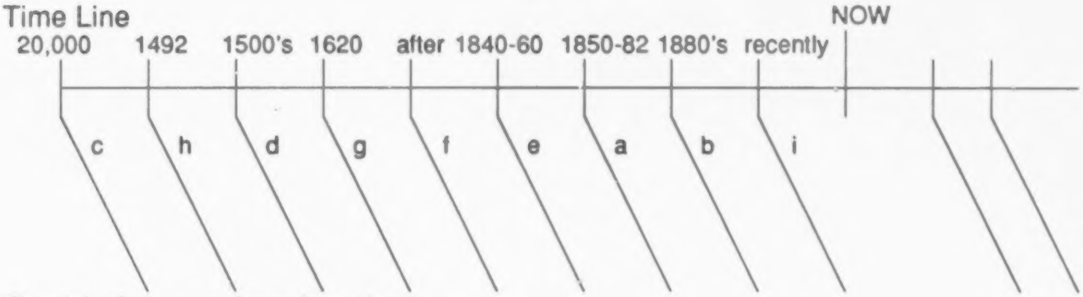
Teacher's Guide
Chapter 4
"We're All in the Same Boat Now!"

History of Immigration

A Bit More Map Work - Listening

Say the following countries or areas and your students will label the map. If you prefer, you can add or substitute your own choices.

1. England
2. Greece
3. Mexico
4. China
5. Poland
6. Syria
7. Italy
8. Ireland
9. Central America
10. South America


Time Line
NOW
20,000
1492
1500's
1620
after
1840-60
1850-82
1880's
recently
c
h
d
g
f
e
a
b
i

Restrictions on Immigration

Grammar - Past Tense

Regular Verbs

base form	past form
continue	continued
stay	stayed
want	wanted
advertise	advertised
stop	stopped
care	cared

Irregular Verbs

base form	past form
begin	began
be	were
become	became
have	had
see	saw
do	did

try	tried	get	got
surprise	surprised	be	was
learn	learned	can	could (modals)
		know	knew

Listening - Regular Past Tense Endings

You may have your own favorite lesson for teaching these sounds. If not, I recommend "Picture Pages" published by LINC (Language Innovations, Inc.)[25]

Basically, the /∂d/ sound of "ed" is pronounced as a separate syllable.

It follows the final /t/ or /d/ sound on the base form, i.e. "need."

The /t/ sound of "ed" follows a final unvoiced sound on the base form i.e. "miss" or "watch."

The /d/ sound of "ed" follows a final voiced sound on the base form, i.e. "learn" or "obey."

Below are the verbs you will pronounce and the answers. If your class is more advanced you could read the verbs in a sentence. If your class is going to struggle with this, give them a break and pronounce the words in isolation.

Verbs	Answers
1. continued	/d/
2. stayed	/d/
3. wanted	/∂d/
4. advertised	/d/
5. stopped	/t/
6. cared	/d/
7. tried	/d/
8. surprised	/d/
9. learned	/d/

TEACHER'S GUIDE — CHAPTER 4

The Immigrants Themselves

Reading Exercise - Referents

Pronoun	Referent
1. they	the immigrants
2. they	the immigrants
3. they	the immigrants
4. they	the immigrants
5. they	the immigrants
6. they	the immigrants
7. them	parents, brothers, sisters
8. their	the immigrants'
9. they	the immigrants
10. they	the immigrants
11. they	The family members
12. it	money
13. they	the family members
14. he	a relative
15. they	Puerto Ricans
16. their	Puerto Ricans'
17. them	Puerto Ricans
18. they	Puerto Ricans
19. their	Puerto Ricans'
20. they	Puerto Ricans
21. them	Puerto Ricans

Vocabulary Exercise

1. emotions
2. assimilate
3. insecurity

4. traditions

Migrations

Reading Exercise - Time

1. since
2. after
3. before
4. before
5. since
6. after
7. after

(also "since" although I don't mention it here)

Recent Immigration

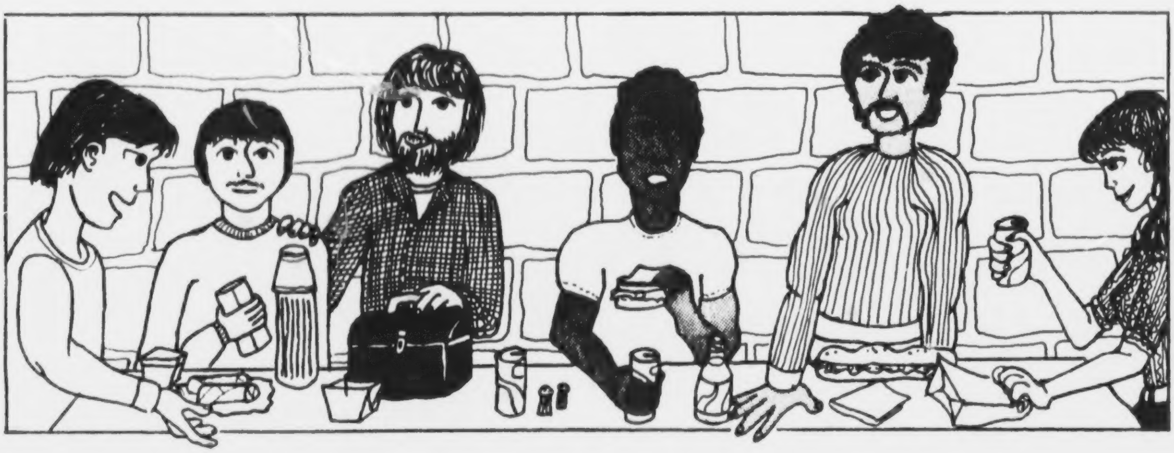
Grammar - Present Perfect Tense

1. "...immigration has changed..."
2. "Refugees have come..."
3. "...society has also changed..."
4. "America has become.."
5. "...America has gone.."

Grammar - Connectors

1. although
2. so
3. however
4. even though
5. therefore
6. but

Chapter 5
Why We Look and Live the Way We Do



Tam: Would you like to try some egg rolls?

J.J.: Oh, sure. Pass them over here. I ate these when I was in your country. They're great!

J.J.: Here. Try one. They're good.

Lonnie: No, I don't want any of that stuff.

J.J.: Have you ever tried it?

Lonnie: No, and I'm not gonna!

J.J.: Why do you act this way, man?

Lonnie: Leave me alone!

José: Let me see. Maybe I'll try one. M-m-m. It's delicious. Here, Tam, try some pasteles. It's Puerto Rican food.

Tam: Oh, no thank you. I only eat Vietnamese food.

José: Hey, you want us to try your food!

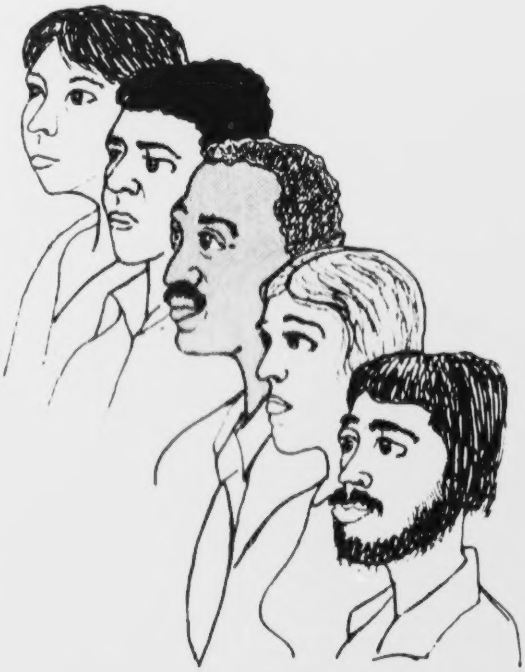
Tam: Well, okay.... That's good! What's in it?

Talk About It

Imagine that you are José telling a friend about the lunchtime conversation at work today.

You will use "reported speech." For example, you can begin, "Today at lunch we were eating together. Tam asked J.J. if he would like to try some egg rolls. J.J. said..." Now you continue.

Race



How many races are there in the world?

What is your race?

Why do you think you are in that race?

Why are races different?

Are racial differences important?

In what ways are they important?

Are some races more intelligent than others?

Are you sure about your answers to these questions? If you are, you are ahead of the experts.

Some experts think there are three races — black (Negro) yellow (Mongoloid) and white (Caucasian). Other experts say there are many hundreds of different races. Others are somewhere in between.

The experts (anthropologists, biologists and others) do not agree. They are not sure about why some people have a certain color skin, a certain eye, nose or lip shape, a certain hair type, a certain amount of body hair, a certain body type (short, tall, round, slender, etc.).

It is a difficult thing to study and understand. We must study Darwin's theory of evolution. We must understand about genes. We must study history, the migration of groups, inter-marriage, climate, the food and vitamins people got.

When we think about race, we usually think about things like skin color, the shape of eyes, noses, cheekbones and hair type. The experts do not know for sure, why these things are different in different groups. Some experts believe that these physical characteristics (skin color, eye shape, etc.) are the result of adaptation to the environment (climate, food, enemies, etc.).

Human beings evolved around 40,000 years ago.[1] Since that time, we have continued to change and adapt. One idea about skin color is the following. Thousands of years ago, people were living in Northwest Europe where the weather is cold and often cloudy and the sunlight is weak. The people had to wear many clothes to keep warm. Only their faces got the sunlight. Our bones need Vitamin D from sunlight to grow. Melanin is something in the skin which makes skin a darker color. Skin with little melanin (white skin) will allow more Vitamin D to pass through the skin to help bones grow. And since only a small part of the skin (the face) got the sun, the people with light skin were more "successful." In the theory of evolution this means that the people with light skin could survive the best, they would have children and pass on the characteristic of light skin to their children.[2]

One possible reason for dark skin is that the ancestors of dark skinned people were evolving in an area of forests. Having a dark skin was an advantage when hunting for food because the animals could not easily see the dark skinned people. They got enough food, had children and passed on the characteristic for dark skin.[3]

It is also possible that people living in areas of a lot of sunlight needed protection from sunburn and skin cancer. Bodies with a lot of melanin (dark skin) are better adapted for this protection.[4]

One explanation about hair is the following. Straight or wavy hair will grow down and cover the neck to give warmth — an adaptation to a cold climate. On the other hand, kinky hair will grow out and allow the neck to cool off — an adaptation to a hot climate.[5]

The characteristic eye of Orientals (epicanthic fold) is explained as layers of fat to protect the eyes from severe cold weather. Their ancestors may have come from the arctic areas.

It is possible that the very tall, slender people found in Africa are that way because there is more skin area for letting off heat from the body. It is possible that the pygmies of Africa (very short, small people) are that way because their ancestors could not find enough food.[6]

There are other examples. They are all based on the idea that evolution was working on our ancestors. Bodies had to adapt to their environment — climate, food available. If a change in the body happened, and it helped the person adapt, then that person would survive and have children and pass on that characteristic. (These adaptations happen very slowly -- over thousands of years.)

It is strange that there is so much race hatred, race prejudice and race discrimination when "race" may be only something to do with the adaptation of our bodies to things like hot or cold weather, and the amount of food that was available to our ancestors.

There are many other things that may affect racial differences — diet, migration of groups of people, successful agriculture, a feeling in a group that a certain trait is very desirable.

For example, it is possible that many thousands of years ago the eye form of Asians (epicanthic fold) helped the Eskimos hunt more successfully because the eye fold helped protect their eyes from the glare of the snow. This was a physical development. People didn't choose this eye form. A change happened in the genes of people.

Then perhaps the other people in their group thought these hunters were very successful in getting food — a very good thing. And they had the epicanthic eye fold. So the others decided that eye shape was a good thing, in fact, a beautiful thing. These hunters had children. They loved the children with that eye shape, but sometimes they killed the babies who did not have it. Therefore, there were more babies with that eye shape who would grow up and have children with the same eye shape. In this way, the chances of the genes for this eye shape increased.[7]

The experts are not sure what caused racial differences. They are not sure when the differences started. It is possible that our ancestors, 50,000 years ago had the racial differences we see today.[8]

We can make some generalizations about skin color and eye shape, but when we look carefully, we find all different combinations of characteristics. For example, some think that if you have dark skin, you will also have kinky hair and full lips. But in India and North Africa there are people with dark skins, thin lips and wavy hair.[9]

Some people like to think that one race is superior to another, more intelligent than another. Many experts disagree. One writer says that people are born with brains, but not intelligence. We only get intelligence through (1) education (in school or out of school from other people) and (2) cultural stimulation.

Cultural stimulation means that one group meets other groups and becomes interested in the culture of the other groups. The different cultures influence each other and change and develop. When a group is isolated (alone) it often does not grow and develop. The size of brains has nothing to do with intelligence.[10]

Most scientists agree that physical differences have nothing to do with intelligence or good and bad behavior. These things are cultural. Our parents and our society teach us many ideas. Many people believe the ideas that they are taught. For example, one group may decide to believe that another group is inferior to their group.

But we are free to change our minds. We can say, "I don't believe that." It is not the differences of the outside of our bodies that are important — we all eat, sleep, work, raise children. We are the same inside. Races can give blood to each other. We can have normal children together. It is our minds that are important. What we choose to believe is important.

Groups of people (often in separate countries) think their group or their country is the best. They choose to close their minds. In the world there are wars, race hatred, prejudice, poverty, the fear of nuclear war. It seems like our only hope is to cooperate and open our minds to other people. We can see differences of bodies as interesting, but not symbols of inferiority or superiority — just very interesting.

Do You Understand?

A. True - False

1. The changes in evolution happen very quickly.
2. Scientists agree about how many races there are.
3. Scientists are not sure why the races are different.
4. Some races are more intelligent than others.
5. If you know a person's skin color, then you know about his/her intelligence.
6. We are sure that there are only three races -- black, yellow and white.

B. What things in the environment may affect adaptation?

C. What are some of the physical characteristics of our bodies which changed in adapting to the environment?

Vocabulary Exercise A

Use words from the text to fill in the blanks.

environment	adaptation	anthropologist
nothing to do with	behavior	melanin

1. An __________ is a change that will help a person survive better.
2. An __________ is a person who studies about the origin, development and cultures of people.
3. The __________ is everything around us, for example, the climate, food, land, people, etc.
4. Race has __________ intelligence.
5. __________ is something in the skin which causes light skinned people to get brown in the sun and dark skinned people to be dark skinned.
6. Your skin color does not explain your good or bad __________.

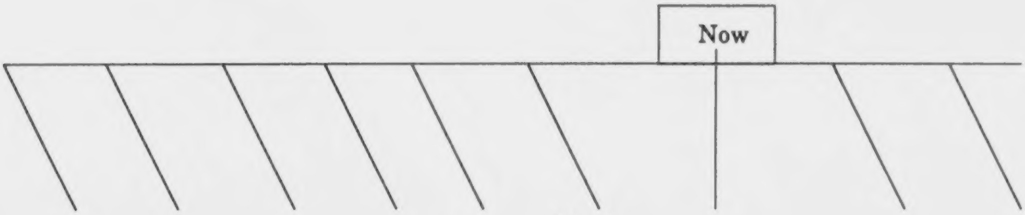
Vocabulary Exercise B

In the study of evolution, there are many things about which scientists are still not sure. Therefore, the reading contains many words which mean something is not sure. List at least 5. For example, "possible"

1.
2.
3.
4.
5.

Reading Exercise - Time Line

The following is a Time Line of evolution in very simple terms (It is really very complicated.) Put the events in the correct order. You can write the whole answer or just the letter.



a. Some people develop a new characteristic.
b. The environment is there.
c. The new characteristic is passed on to children, grandchildren, etc.
d. The people living there have some problem surviving in the environment.
e. Some changes occur in the genes of some people.
f. The characteristic helps those people survive.

This process takes ___________

a. 5-10 years
b. many thousands of years
c. 200-300 years

Since evolution continues, what changes in our bodies may happen thousands of years in the future? Do you have any guesses? Write your ideas on the Time Line on the lines to the right of "now."

What Do You Think?

1. Did you study about evolution before?
2. Do you believe in evolution?
3. If you have a religion, does it accept the idea of evolution?
    a. If not, how does it explain different races?

Culture

Culture is all of the traditions of thinking, feeling and acting that each group of people has.[11] The way we look (color, hair, eyes, body size, etc.) is the result of heredity (the genes in the bodies of our parents). We don't learn it. But culture is something we learn from our family and people around us. They teach us the way to do things and what is acceptable behavior in our culture. Sometimes they want to teach us. Sometimes they don't know they are teaching us, but the children listen, watch, copy and learn.

For example, a Chinese child (with an epicanthic fold on his eyes) raised in China, will learn to eat with chopsticks. If the same child were adopted by an American family the child would learn to eat with a fork. The shape of the eye has nothing to do with how we eat.

Another part of culture that is learned is the standard of beauty for the group. In the section on "Race" I talked about the Eskimos. They decided that the epicanthic fold of the eye was a successful thing and, therefore, a good thing. It became a desirable thing. And it may have become beautiful to them.

In English we have a saying that "Beauty is only skin deep." This means that someone may have a beautiful face and body, but may have a very mean personality. The expression means that a beautiful personality is more important than a beautiful face and body. But, in truth, Americans have standards of physical beauty. Every culture has its standards of beauty.

Think about beauty. Describe a beautiful woman, a handsome man. Now think about an ugly person. Probably you will think about the amount of body fat and muscles, the size of nose and lips, the texture of hair, the color of skin and body type.

Why do you think these characteristics are beautiful? And why do you think other characteristics are ugly? Some standards of beauty are individual decisions. But we learned many of our ideas about beauty from our culture. And different cultures will often have very different ideas about what is beautiful.

Before I repeated the saying that "Beauty is only skin deep." Let's think about skin for a moment -- skin color. In the United States white people have most of the power, control and money. Some black people feel proud to have light skin. This makes them feel closer to the white world in some way. Other black people feel angry about this and say that this is just another kind of discrimination. They say "Black is beautiful!"

Most cultures have traditions about the following areas of culture, for example, how we refer to family members (i.e. Are there different words for your mother's parents and your father's parents?), mealtimes, what food we typically eat at each meal, calendars (i.e. Gregorian, lunar), taboos (i.e. cannot eat certain foods), superstitions for good and bad luck, mourning customs, giving gifts, hospitality (i.e. What food is served, if any?) division of labor (i.e. Who washes the dishes?), courting customs, marriage ceremonies and religious ceremonies.[12] Maybe you can think of others.

But different cultures sometimes have different ways of doing these things. Newcomers to the United States (or any country) sometimes have "culture shock." You know the culture of your country and/or ethnic group. You understand the customs of your culture — what is okay and not okay. When you come to another country and the customs are different, sometimes you feel very upset and confused.

Choose some of the sub-categories to discuss and make a grid on the board. The teacher or a student can write in the information from the class members and teacher.

For example:

	names	funeral rites	gestures	greetings	marriage residence
Country					
Puerto Rico					
Cambodia					
etc.*					

*If the class has only one group represented, perhaps the members know the customs of other ethnic groups. Even in a mixed class, this may be true and add interest.

For example if you discuss personal names, talk about:

1. name order (for example, first name first or last)
2. Who names the baby?
3. Is the baby named after someone in particular? (for example dead grandparents, father, etc.)
4. nicknames (for example: Are there typical nicknames for certain names?)

Think of similar questions for each category that you choose to compare.

Are the results similar or different? If the results are similar, what do you think is the reason? (For example, common ancestors, history, countries are near each other, etc.)

In your classroom you can share examples of your different cultures. For example, the next time you have a party and bring typical food from your country, try to have some time to talk about the food. What are the ingredients, including spices. Bring spices in so others can see, smell, and taste them. Do different countries use the same spices? How did that happen? Are these ingredients typical of your country's cooking? For example, rice is a typical food in Asian countries and also in Puerto Rico. Wheat products (bread, cake, cookies) are typical in the United States.

What kind of climate is necessary to grow rice or wheat or other examples? What foods do you grow in your country and what foods do you import?

There are some methods of cooking that are used all over the world, for example, frying, baking, roasting, boiling, steaming, etc. Which ones do you use in your country? Do you use any different ones?

There are some ways of preparing food which are similar in different countries. For example, do you stuff anything (vegetables, meat, fruit)? Do you put food inside of a pastry crust or inside of a noodle? Do you wrap something around a stuffing (for example, cabbage or rice paper for egg rolls)? Do you cook meat and vegetables together on the stove (stew)? Do you bake them together (a casserole)?

How has the food you eat been influenced by other ethnic groups? For example, when the first English people came into the U.S. they learned how to grow and enjoy corn from the Native Americans (Indians). Now corn is a favorite food here.

Be sure to wear or bring in examples of your ethnic costumes. Can you explain the influences on the costumes? Can you think of any other examples of your culture that you could share with the group — for example, music, musical instruments, dance, pictures of your country?

How do you feel about eating different food — nervous, afraid, stubborn, adventurous, curious? Why? Do you think you could get used to it?

Can you see beauty in the costumes — colors, patterns, style, needlework?

Does the music sound strange to your ears? It probably does at first. Do you think you could get used to it?

Stop for a minute. Imagine that history were different. For some reason your parents were living in "Country A" or "Country B." That strange food, music, language **would be yours**.

Well, enjoy your next party!

Do You Understand?

True - False

1. Your language is in your genes, and your children inherit it. That is why they speak your language.
2. We learn culture. It is not inherited in the genes.
3. All countries have the same customs about funerals.
4. Many countries use the same spices in their cooking. This is often because of trade and contacts between countries in history.
5. Different groups have different standards of beauty.
6. Everybody agrees about what is ugly.

What Do You Think?

1. Did you have culture shock when you first arrived here?
    - a. If yes, how did you feel?
    - b. What things upset you the most?
    - c. How long did it last?
    - d. What did you do about it?
2. Do you have any advice for a newcomer so he or she could have an easier time with culture shock?
3. When you first came, what parts of American culture were the most different from your own culture.
    - a. Which parts did you dislike?
    - b. Which parts did you like?
4. What do people from your country think when others begin to get "Americanized," that is, when they adopt some parts of the American culture?

For example:

- a. if they have a lot of American friends
- b. if they date Americans
- c. if they talk or act like Americans in ways that are very different from your traditions (for example, women being independent, women smoking, men doing housework)
- d. if they don't learn their native language or keep the "old" traditions.

5. Have you gotten used to some things that you didn't think you would, for example, the weather, the food?

6. What parts of American culture do you want to adopt?
   a. If you have children, what about them?
7. What parts do you not want to adopt?
   a. If you have children, what parts do you not want them to adopt?
8. If you have children do you ever worry that they will forget your language and culture?
   a. What can you do about it?
9. What is the skin color of "power and money" in your country?
   a. Do lighter or darker shades of skin make any difference? If so, what?

Vocabulary Exercise C

Use the following vocabulary to fill in the blanks.

curious
heredity
to get used to
adventurous
tradition
raise

1. It is difficult for some newcomers __________ the cold weather in the U.S.
2. You must be __________ to climb a mountain.
3. Scientists are __________ people. They are always asking questions.
4. It is difficult to __________ children in the U.S. because of the drug problem.
5. It is a __________ in America that families try to be together every Thanksgiving Day.
6. The way I look is the result of my __________ .

Teacher's Guide
Chapter 5
Why We Look and Live the Way We Do

Race

Do You Understand?

A.

1. F
2. F
3. T
4. F
5. F
6. F

B. Possible answers: agriculture, food, vitamins, climate, the kind of land (forest, desert, etc.)

C. Possible answers: skin color, shape of eyes, nose, lips, body types, hair types

Vocabulary Exercise A

1. adaptation
2. anthropologist
3. environment
4. nothing to do with
5. melanin
6. behavior

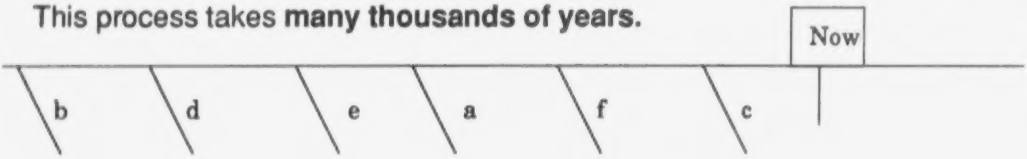
Vocabulary Exercise B

Possible answers:

possible
think
one explanation
believe
one idea
disagree
not sure
not agree
perhaps

Reading Exercise - Time Line

This process takes **many thousands of years.**



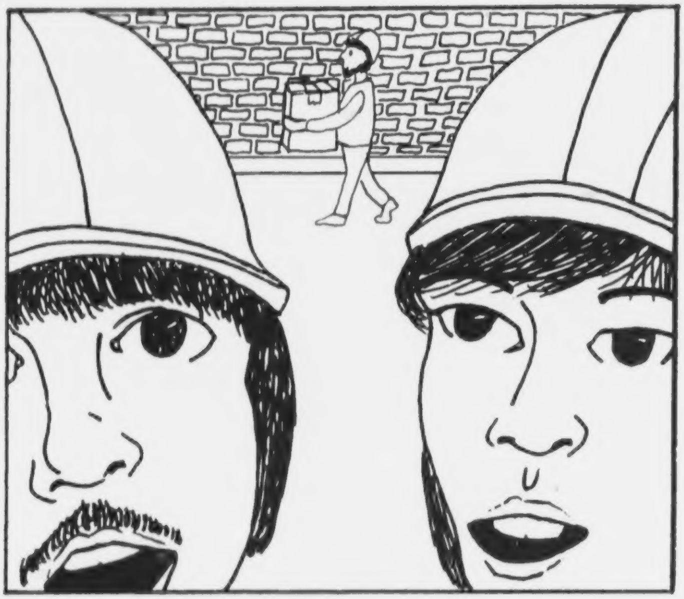
TEACHER'S GUIDE — CHAPTER 5

Culture

Vocabulary Exercise C

1 to get used to
2. adventurous
3. curious
4. raise
5. tradition
6. heredity

Chapter 6
"I Got a Job! But . . ."



José:	Hey, Tam, did J.J. talk to you about helping to start a union here?
Tam:	Yes, but I'm not sure if I should.
José:	Why not? The union will help us get better pay and benefits.
Tam:	Is Carlos going to join?
José:	Well, it may be a problem for Carlos. He's here illegally. You know, he doesn't have any papers. He's always afraid of getting caught by Immigration. They might send him back. Tam, you won't tell anybody about this, will you?
Tam:	No, of course not. I'm just very lucky to be here legally.

Helping or Hurting Each Other?

There are many different groups of poor people — the black poor, white poor, Hispanic poor, Asian poor, poor women and children, homeless people, etc. They all have similar problems. They don't have enough money. Maybe you think they will help each other. But sometimes one poor group feels threatened by another group.

For example, for the last twelve years, refugees from Vietnam, Cambodia and Laos have been coming to the United States. The agencies resettling them, often put them in poor black urban ghettos. That's where the rents are cheaper. But many blacks felt that they already had their own problems of unemployment, poverty, bad housing, etc.[1]

Some of the black residents feel angry. They think the government helps these newcomers more than it helps them. They think the refugees will take jobs away from them.

Some poor blacks see Koreans running stores in their neighborhoods. Often they don't really know what country they come from. But they think these Asians are getting help from the U.S. government. They think they are getting rich while they (the blacks) are getting poorer.

The blacks often don't understand that Koreans get no special help from the U.S. government. Often members of the family work in the store for no or low wages. Some may have brought money with them. Some work for many years and then get a loan from a Korean credit union.[2]

The Southeast Asian refugees are eligible for Welfare. The government pays for English as a Second Language classes. The government is putting pressure on the refugees to take jobs and get off Welfare. The jobs they get are usually low paid.

On the other hand, many refugees are prejudiced against blacks when they arrive or after they arrive. So the possibilities for violence on both sides are there.

One black neighborhood leader said, "We need more people to interpret the black feeling and the black understanding to our Asian neighbors, so they can understand that we are not all perpetrators of crimes; that we are basically hard-working people, and we built America with our backs."[3]

Many white people have always been prejudiced against any people of a different race and color, especially when they feel their jobs ("survival money") are threatened.

For example, in 1982 in Detroit, Michigan, two white men were together. Detroit is a big city where most American cars are made. These two men had been layed off from an auto factory. The company was not doing well because of competition from Japanese cars. The men were angry about losing their jobs. They blamed the Japanese. They saw an Asian man; they thought he was Japanese, and they beat him to death. Later they learned he was not Japanese, but of Chinese descent.[4]

There are many other examples where one poor group thinks it has problems with another one. For example, there is a farm workers' union (United Farm Workers) in the West. The members are Chicanos (United States citizens or permanent residents who are of Mexican descent) and Filipinos (descended from people from the Philippines).

The leader is a man named Cesar Chavez. He does not want the U.S. government to import people from Mexico to be temporary workers on farms. These Mexicans are very poor because Mexico is having big economic problems. These Mexicans will work for low wages. This will hurt the United Farm Workers' union. For many years they have been having strikes and working very hard to win higher wages for their members who are also very poor.[5]

Under the new Immigration Reform and Control Act of 1986 (the Simpson-Mazzoli Act) the U.S. government also plans to import Chinese peasants to do farm work for 10 months in 1988. Then the government will send them back. The government says that there are not enough American workers to do the farm work. The unions say there are plenty of people who want work, but the Mexicans and Chinese will accept lower pay. This will force Americans (citizens or immigrants already here) to accept lower wages or go jobless.[6]

Immigrants are usually willing to work for less money than American citizens. Some immigrants are undocumented (they have no papers) so they are afraid to join a union or to complain if their employer exploits them (pays a low wage).[7] The immigrants who are here legally often don't have skills and education. They will accept menial jobs which some Americans don't want.

New York City has always had thousands of immigrants. Many immigrant women have always worked in the garment industry operating sewing machines and pressing machines. They got the name "sweatshops" because they were very hot and dangerous places to work. The employers paid very low wages.

Now the International Ladies Garment Workers Union has unionized many of these workers. They have made many employers raise the wage and improve working conditions. But even with the help of the union, the average hourly rate in 1981 was $4.96/hour.[8]

About 60% of the garment workers are Chinese (legal) and 25% Puerto Ricans (legal). The other 15% come from the Caribbean (islands in the Caribbean Sea like Jamaica and the Dominican Republic) where jobs are hard to find and Central America (for example, El Salvador and Nicaragua where they are having wars and there is great poverty). Others come from Korea.[9] Even though the union has worked hard to improve conditions, there are still many sweatshops. And the employers exploit the undocumented workers.

Because the garment industry in the U.S. has a lot of competition from other countries, wages are lower here. And because the undocumented workers feel they must accept lower wages, that helps keep the wages lower for the legal immigrants. This in another example of one poor group working against another poor group.[10]

There is a feeling of job competition with some working Americans who are not poor. For example, in the "Silicon Valley" in California many Southeast Asians and Cuban refugees have jobs in the electronics factories. But some American workers worry about the competition for jobs, especially if the number of jobs decreases in the future.

American fishermen in Texas and other places feel threatened by the competition of Vietnamese fishermen. There have been bad fights.[11]

Immigrants usually come to the U.S. because conditions in their native country are very bad (economic, political, religious). Many are poor, but if they were not here, some people believe that the employers would have to pay Americans a decent salary to do the menial jobs. This is another example of one poor group fearing another poor group.

In the past, many thousands of poor undocumented Hispanic workers (from Mexico, Central America and South America) came into the U.S. over the border between Mexico and the United States. They came looking for work. Because they had no papers,the employers could exploit them. They paid low wages and if workers complained, the employers threatened to report them to the Immigration Service. Some call this situation the "new slavery."[12]

The Simpson-Mazzoli Act requires that workers show a new identification card to the employer. If the employer hires workers without the card, he or she will have trouble. This means the employers may have to pay higher salaries since they cannot threaten the workers.

On the other hand, employers may discriminate against anyone who "looks Hispanic" to avoid trouble. Then many more poor Hispanics will be unemployed. Another part of the new law allows many undocumented people to remain in the U.S. legally if they meet certain requirements. This is called amnesty.

Some argue that we must control this large flow of Hispanics. They say that the Spanish language is becoming dominant in some areas. They say that the normal process of accepting a new culture cannot proceed because too many new Hispanics are entering. They also say that in the past, it was okay to have unlimited immigration because the country was "empty." But now America is full and cannot take care of the new people.[13] Some blacks see these Hispanics as competition.

Other people argue that there is room for immigrants. They say that diversity has always been one of the good things about America.[14] Another person argues that people said the same thing about the millions of Irish who came here in the mid-1800's. People argued that America did not have room for them. They also said the Irish were racially inferior. Now people of Irish descent are well integrated into American life.

In 1882 and 1924 laws were passed to keep out Chinese and other Asians. They gave amnesty to those people already here, but cut immigration because they decided the Asians were racially inferior and could not assimilate into the American culture. They also said there was no room in America.[15]

Some people say that if we do not let illegal aliens in from Mexico, then the poverty and unemployment in Mexico will rise even higher. And if this happens, the country might become Communist. These people are afraid to have a big Communist country so near the U.S.

Do You Understand?

True - False

1. Americans often feel afraid that immigrants and refugees will take their jobs or make their salaries go down.
2. The United Farm Workers is a union that helps the farmers who own the farms.
3. Employers sometimes exploit the undocumented workers.
4. In many big cities many immigrants and refugees work in sewing factories.
5. Often racial violence is a result of worries about jobs and money.

What Do You Think

1. Have the people in your country ever felt jealous or threatened by the success of another group?
2. Who do you feel more sympathy for, the legal workers or the illegal workers, or both?

Scenario

Your teacher will explain this activity

Unions and Safety

CAMBODIAN KILLED IN GLASS FACTORY[16]

[rewritten and simplified version of article by Eric Harrison in *Philadelphia Inquirer.*]

In September 1986 a Cambodian man, Seyha Muong, was killed at his job when 7000 pounds of plate glass fell on him. He worked for a glass company in South Carolina. This company has another factory in Pennsauken, N.J.

In the past, black people have had the lowest most dangerous jobs. Now the Indochinese refugees are taking these jobs.

A union is trying to get started in this factory. They say the factory is very dangerous. The company says it isn't dangerous. The union said that because they are in the South, safety is poor. They think that the New Jersey factory is safer. The North has a better history of safety than the South.

The refugees say they have suffered a lot in the past. Now they are in America, and they have food and freedom. They don't want to complain; they don't want to join the union. One refugee said, "We don't know about the rules and laws of this country very well, really. We work. We just work." Almost all of the American workers want to join the union.

The union wanted Seyha's widow to sue the company in court. If she had won the case, the company would (1) have to pay her a lot of money, (2) they would get a lot of bad publicity, and (3) probably they would have to improve the safety in the company.

Her other choice was to accept Workmen's Compensation from the government. One American friend of the family urged her to accept it. He said the union only wanted to use her situation to help them get the union started.

She accepted the Workmen's Compensation. She will get $200 per week for 500 weeks for a total of $100,000. Also the glass company is establishing a trust fund of $40,000 for their 2 children.

The union and the company have argued a lot about this case and other safety problems. One American worker said that after Seyha died, the company fixed the safety problems which caused his death. "But the man's dead. They should have done it a long time ago."

Do You Understand?

1. What does the union think about safety in the glass factory?
2. What does the company say about it?
3. Do the refugees want to join the union?

4. Do the Americans want to join the union?
5. What were the widow's 2 choices?
6. Which one did she choose?
7. How much did she get?
8. What kind of company did Seyha work for?
9. What country did Seyha come from?
10. How was he killed?
11. Who had the most dangerous jobs before the refugees arrived?

What Do You Think?

1. Do you have Workmen's Compensation in your country? (This is money from the government if you are seriously injured at work.)
2. What do you think about the widow's choice? What would you have chosen in her situation?
3. Do you know anything about unions in America or elsewhere?
4. Do you (or did you) have unions in your country? Please explain, if so.
5. Do you have any experience with unions here? If so, explain.
6. Do you think unions can help workers?
7. What are the dangerous jobs in your countries, for example, farm, factory, etc.?
8. Do you know anyone who has had an accident at work? What happened?

Words for Work

When you get a job in America, there are certain things you must be able to say or understand. For example, you must be able to introduce yourself, ask your supervisor to repeat or clarify an instruction if you don't understand. These are called language functions.

The following language functions and grammar are a few examples of the English you need at work. Your teacher will explain the activities.

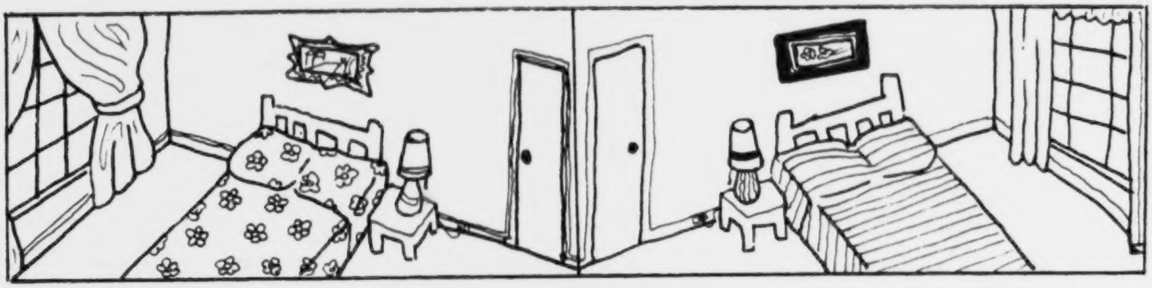
A. Language Function - reporting the completion of a task

grammar (a) passive transformation

(b) passive transformation + verb + ing

Listening Exercise - Answer "Yes, No or Not yet"

1



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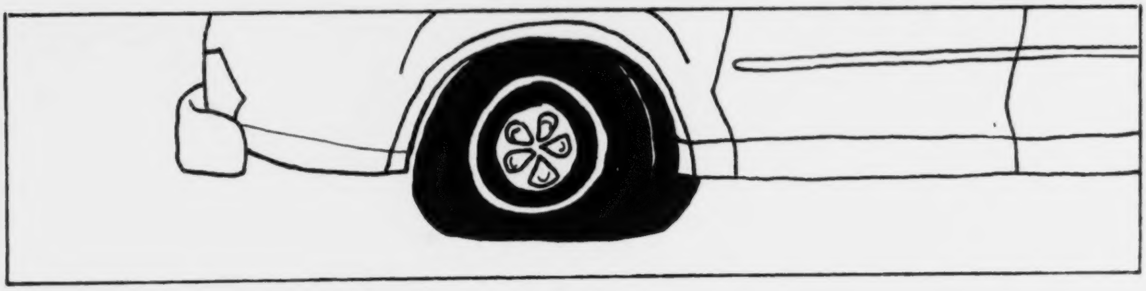

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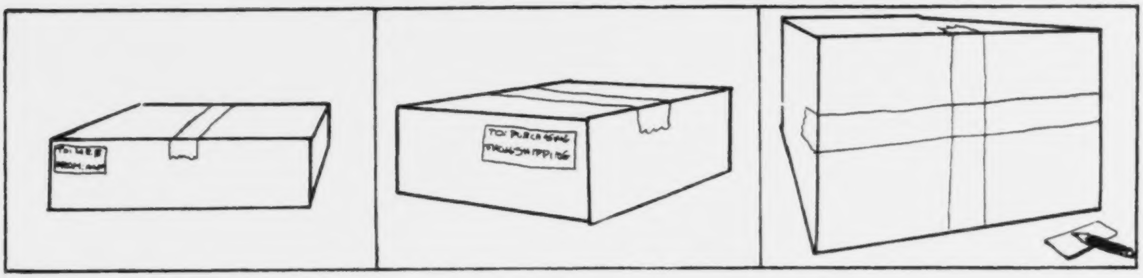
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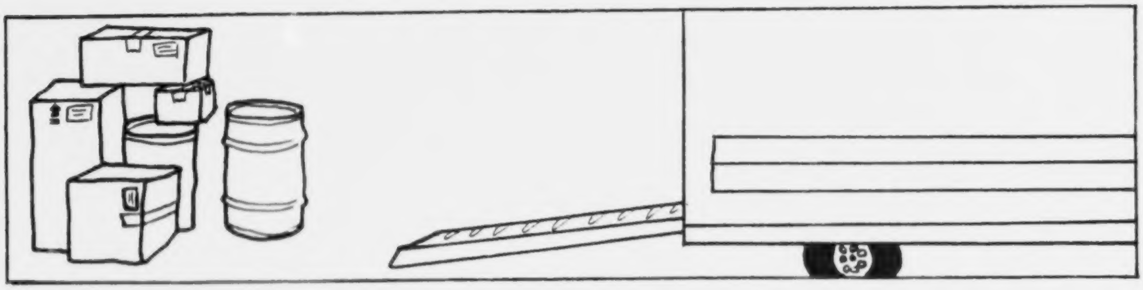

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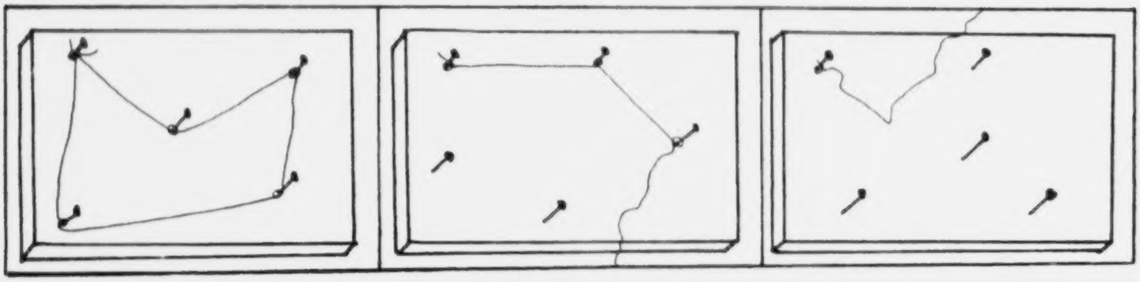


Dictation I

Your teacher will now repeat the questions and you will write them. You may need to know the following vocabulary:

nouns	**base form of verbs**
tire	clean
box	fix
truck	pack
board	label
	load
	wire

1.
2.
3.
4.
5.
6.

Dictation II

1.
2.
3.
4.
5.
6.

Dictation III

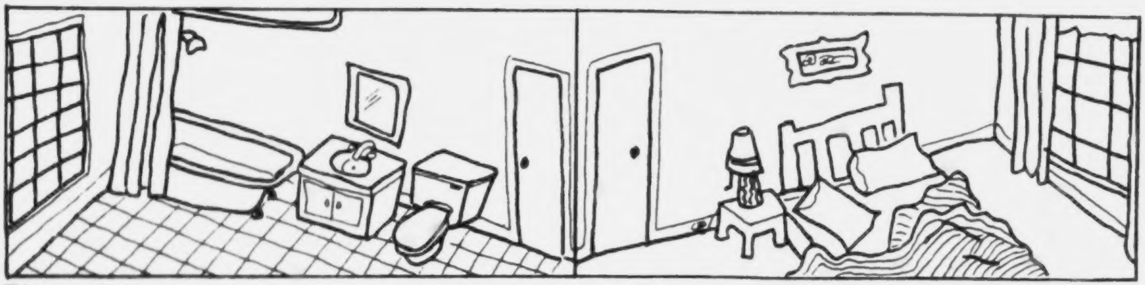
1.
2.
3.
4.
5.
6.

B. Language Functions - understanding instructions, time and sequence
grammar - adverbial phrase and conjunction

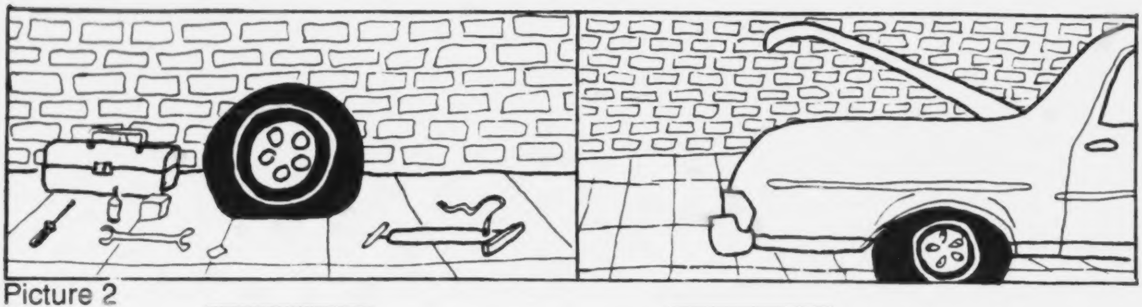
Your teacher will give you practice using "as soon as" and "once."

Listening Exercise

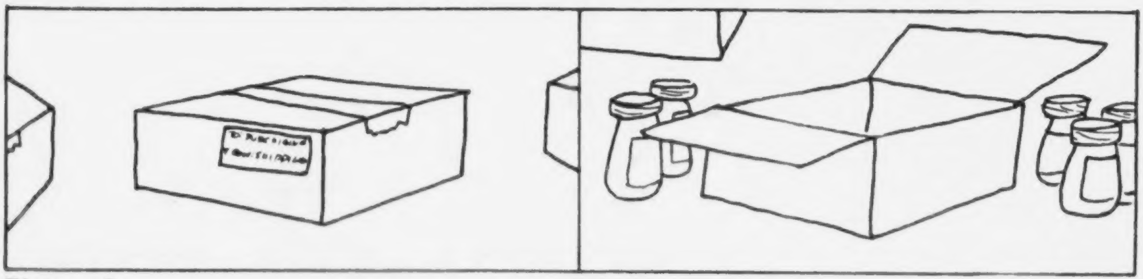
Your teacher will give you some instructions. Write "1st" under the task you will do first and "2nd" under the task you will do second.



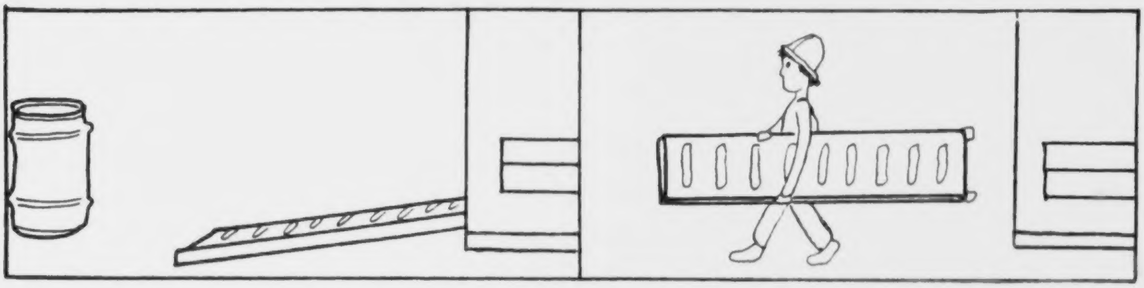
Picture 1 __________ __________



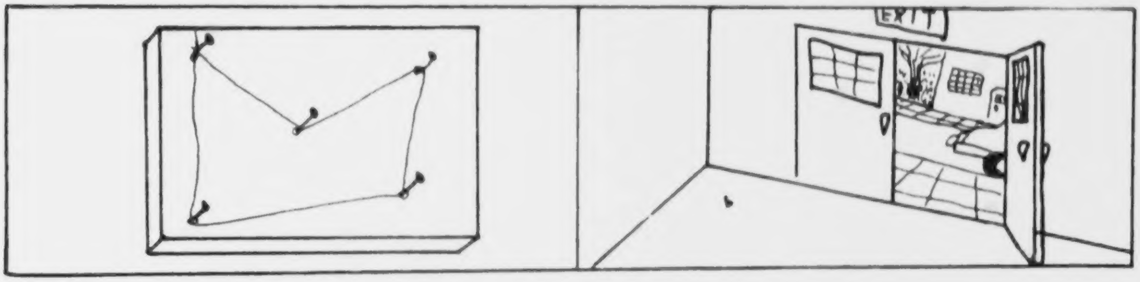
Picture 2 __________ __________



Picture 3 __________ __________



Picture 4 __________ __________



Picture 5 __________ __________

Dictation IV

1.
2.
3.
4.
5.

C. Language Functions - responding to requests for help, apologizing, indicating important responsibilities.

grammar - (a) modal - can/could, have to/have got to

(b) conjunctions "if" and "until"

Pattern 1

Worker A:	Could Can	you	help me here? give me a hand?
Worker B:	I'm sorry I can't right now because I'd like to, but I wish I could, but	I	have to I've got to (pronounced gotta)
	finish	cleaning fixing, etc.	these rooms first.

Practice with a Partner

Practice Pattern 1 with a classmate. You can substitute the other examples you were practicing before.

Pattern 2 (as soon as and once)

Worker A:	Can Could	you	help me? give me a hand?
Worker B:	I can help you	just as soon as once	this room is cleaned

Practice with a Partner

Practice Pattern 2 with the same examples.

Pattern 3 (if and until)

Worker A:	Can Could	you	help me? give me a hand?
Worker B:	If you can wait until I finish		cleaning these rooms, etc.
	I can help you then, okay?		
Worker A:	Okay	thanks. I appreciate it.	

Practice with a Partner

Practice Pattern 3 with the same examples.

Teacher's Guide
Chapter 6
"I Got A Job! But . . ."

SCENARIO (see Chapter 2. Teachers Guide for instructions)

One group will get this information:

"The company just laid off your friend. He had worked there for 12 years. He has a family to support. The company has hired an undocumented worker to replace him, but at a much lower salary. The new worker is coming over to talk to you now, because you must train him to do your friend's job. You're upset."

The other group will get this information:

"You are an undocumented worker. You were just hired at this company. You have a wife and three children and your sick father to support. You are very happy to get this job. You're always afraid the Immigration inspectors will catch you and send you back to Mexico, where you had been unable to find work for two years. You have to ask the other person to train you to do this new job."

Words for Work

Tell the students to write the alphabet backwards. When they've written a few letters, ask the group:

"Are you finished yet?"

Let them continue for another few letters. Then you ask:

"Are you through yet?"

Let them continue. Ask,

"Are you done?"

Let them continue. This time ask individuals the same questions. They need only answer Yes or No or Not yet. Then ask one student about another.

"Is ____________________	done?
(other student's name)	finished
	through

Now write on the board:

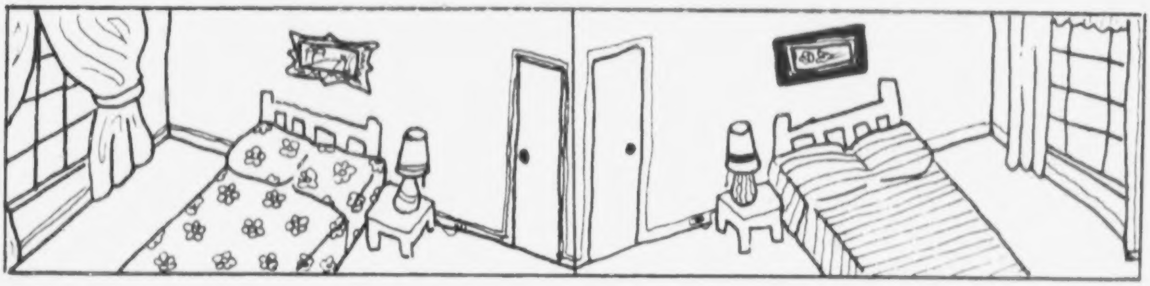
I'm	finished
He's	through
It's	done

This is called Passive Transformation. We use "be" and usually a past participle. It is used at work often.[17]

A.

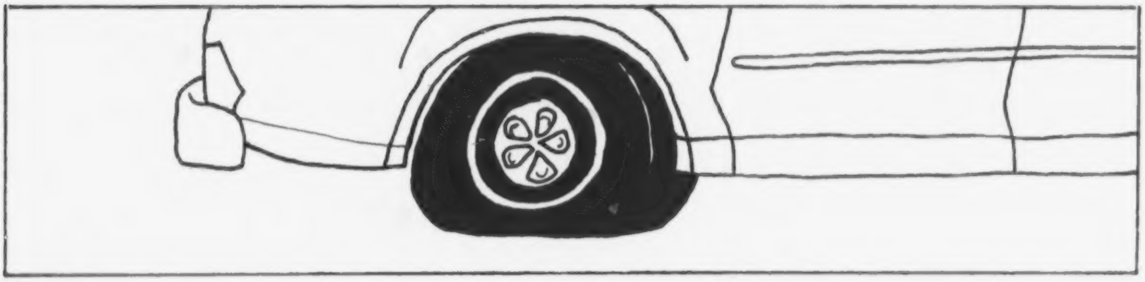
This is an important language function established by the developers of the "MELT curriculum."[18] It is called the ability to report the completion of a task.

Using the pictures in the text, ask these questions: (The students will answer "Yes, No or Not yet.")



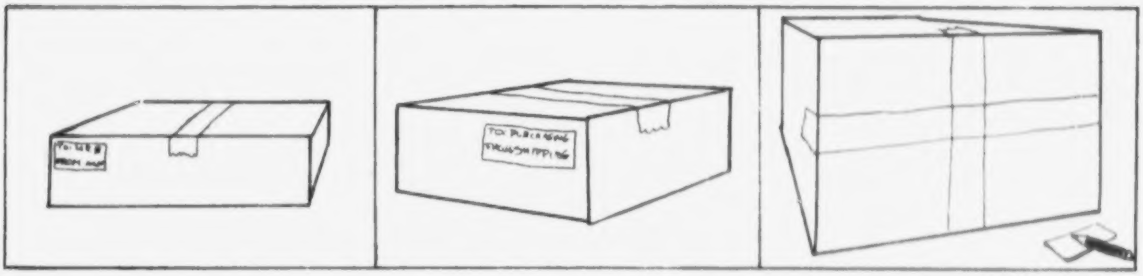
Picture 1

Are the rooms cleaned yet?



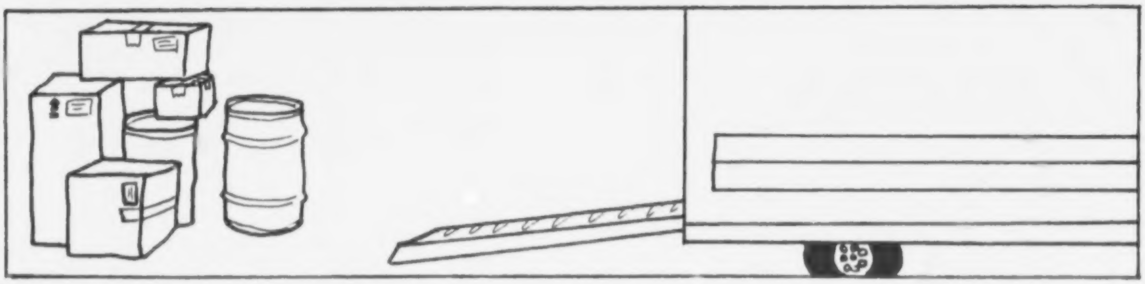
Picture 2

Is the tire fixed?



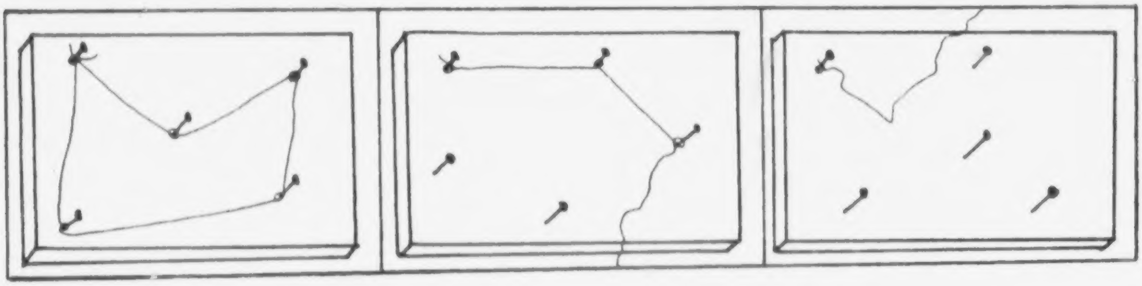
Picture 3

Are those boxes all packed? Are they all labeled?



Picture 4

Is the truck loaded yet?



Picture 5

Are those boards wired yet?

Dictation Activity I

Dictate the previous questions so the students can write them.

For oral practice, tell certain students to report to you, their supervisor, that they have or haven't completed their task. For example, one will say,

"The rooms are cleaned."

Another will say, "The tire isn't fixed."

Dictation Activity II

Have different students repeat the 6 statements and let the class write them. Then have them go back and combine orally:

I'm		finished	_________ ing verb
	not		
		done	
			(cleaning, fixing, packing, etc.)
		through	

Dictation Activity III

Have different individuals repeat the same combinations and let the class write them.

B.

Adverbial phrases and conjunctions have also been designated as important aspects of English needed on any job.[19] They help to master the language functions which deal with understanding instructions, time and sequence.[20]

Put on the board the following:

1st	**2nd**
you sit down	we'll begin class

Explain that "as soon as" goes before the event that happens first, but we can say that adverbial phrase first or second:

As soon as you sit down, we'll begin class.

We'll begin class, as soon as you sit down.

Now put on the board:

1st	**2nd**
the bus comes	we'll go to the Zoo

Ask someone to use "As soon as" in that example.

Now write:

1st	**2nd**
finish this listening exercise	we'll take a break

Ask someone to use "As soon as" in that example.

Now go back over the same examples and ask students to use "Once" instead of "as soon as."

You will read the following sentences and the students will mark 1st and 2nd under the pictures based on their listening.

Picture 1

As soon as you make the bed, clean the bathroom.

Answer: 2nd 1st

Picture 2

Once you fix the tire, put it in the trunk.

Answer: 1st 2nd

Picture 3

Once the boxes are packed, label them.

Answer: 2nd 1st

Picture 4

Put the ramp away as soon as you load the truck.

Answer: 1st 2nd

Picture 5

As soon as you're through wiring the boards, you can go home.

Answer: 1st 2nd

Dictation Activity IV

Repeat the above instructions and let the class write them.

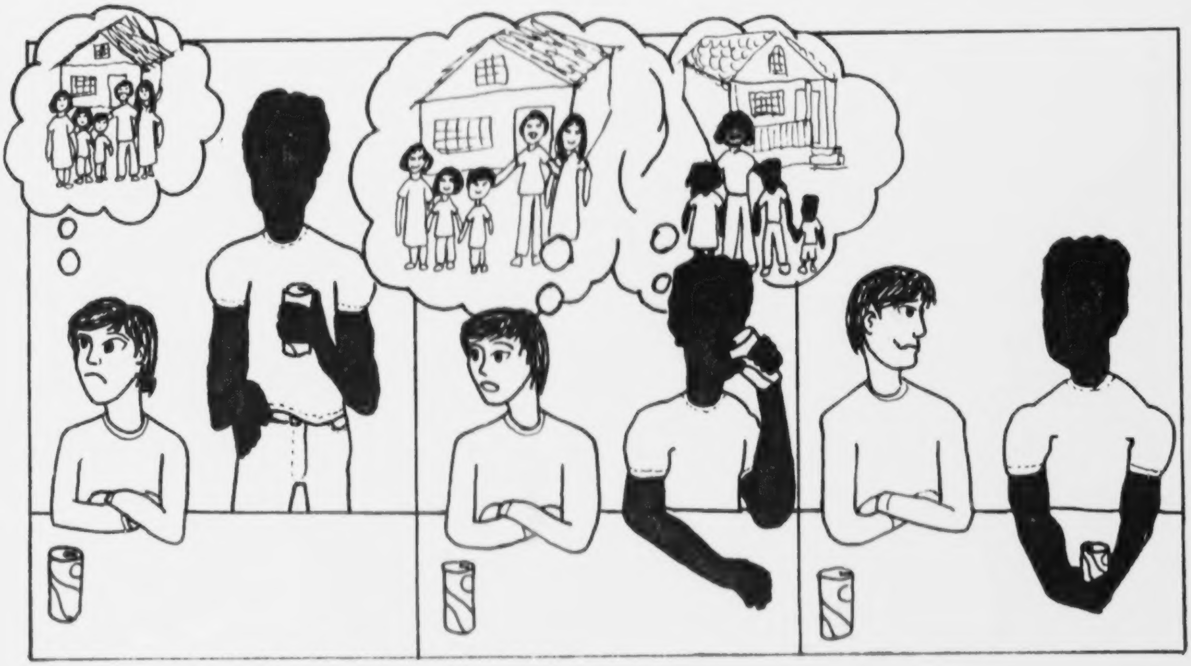
C.

Three other language functions can be combined:[21]

1. Responding to a request for help
2. Apologizing
3. Indicating important responsibilities

The pattern practice instructions for this are in the student section.

Epilogue



Lonnie: What's the matter with you?

Tam: I'm homesick.

Lonnie: Yeah, I know what you mean, man.

FOOTNOTES

Chapter 1. "They Broke My Car Window!"

1. "You've Got To Be Carefully Taught." Copyright © 1949 by Richard Rodgers and Oscar Hammerstein II, Williamson Music Co., owner of publication and allied rights throughout the Western Hemisphere and Japan, International Copyright Secured, ALL RIGHTS RESERVED, Used by permission.

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15. *Ibid. p. 128*

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17. Michael Harrington, *The New American Poverty*, P. 221

18. *Ibid.*, p. 48.

19. *Ibid.*, pp. 39-40.

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21. Ramsey Clark, *Crime in America*, (New York, 1970), pp 57-59.

22. Ken Auletta, *The Underclass*, p. 33

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26. *Ibid.*, p. 63.
27. *Ibid.*, p. 64.
28. Ken Auletta, *The Underclass*, p. 108.
29. Ramsey Clark, *Crime in America*, p. 65.
30. Ken Auletta, *The Underclass*, pp. 43-44.
31. Ramsey Clark, *Crime in America*, pp. 63-64.
32. *Ibid.*, pp. 33-34
33. *Ibid.*, p. 37, quoting from William Ryan, *Blaming the Victim* (New York, 1971).
34. Michael Harrington, *The New American Poverty*, p. 189.
35. Ken Auletta, *The Underclass*, pp. 34-35.
36. Michael Harrington, *The New American Poverty*, pp. 182-191.
37. Ramsey Clark, *Crime in America*, p. 67.
38. Michael Harrington, *The New American Poverty*, pp. 232-233.
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40. *Ibid.*, p. 33.

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2. Murray Dubin, *The Philadelphia Inquirer*, 8 March, 1987, pp. B1, B6.
3. Studs Terkel, *American Dreams: Lost & Found*, (New York, 1980), p. 159.
4. *Ibid.*
5. *Selected Poems of Langston Hughes*, (New York, 1974), p. 290.
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17. Ibid., p. 211 citing Paul Hoffman, "City's 2nd-Generation Puerto Ricans Rising from Poverty," *The New York Times*, April 23, 1968, pp. 49, 57.

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20. Oscar Handlin, *The Uprooted*, p. 271.

21. Michael Harrington, *The New American Poverty*, (New York, 1984), p. 133.

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